



**STATE OF TENNESSEE
DEPARTMENT OF EDUCATION**

Amendment # 1

NOVEMBER 26, 2003

**REQUEST FOR PROPOSALS
FOR**

Statewide Student Management Software

RFP Number: 331.25-001

1. In Attachment 9.4, delete the title for the Year One Pilot Year Cost Schedule and replace it with the following:

Year One Pilot Year Cost Schedule January 1, 2004 through June 30, 2004

2. In Attachment 9.4, delete 644,000 from column b for the Year Five Cost Schedule and replace it with 664,000.
3. Attachment 9.3 is deleted in its entirety and replaced with the Revised Attachment 9.3. (The following items were deleted: A.9.f, A.11.g, A.11.ii items 18 and 19, A.12.ii, A.19.f, A.26.d item 7.)
4. The following items are removed from the Pro Forma Contract A. Scope of Services: A.9.f, A.11.g, A.11.ii items 18 and 19, A.12.ii, A.19.f, A.26.d item 7.
5. The following section is added to the RFP as 5.2.3.17.

5.2.3.17 Provide documentation of Proposer commitment to diversity as represented by its business strategy, business relationships, and workforce - this documentation should detail:

§ a description of the Proposer's existing programs and procedures designed to encourage and foster commerce with business enterprises owned by minorities, women, persons with a disability and small business enterprises

§ a listing of the Proposer's current contracts with business enterprises owned by minorities, women, persons with a disability and small business enterprises, including the following information

- o contract description and total value
- o contractor name and ownership characteristics (i.e., ethnicity, sex, disability)
- o contractor contact and telephone number

§ an estimate of the level of participation by business enterprises owned by minorities, women, persons with a disability and small business enterprises in a contract awarded to the Proposer pursuant to this RFP, including the following information:

- o participation estimate (expressed as a percent of the total contract value that will be dedicated to business with subcontractors and supply contractors having such ownership characteristics)
- o descriptions of anticipated contracts
- o names and ownership characteristics (i.e., ethnicity, sex, disability) of anticipated subcontractors and supply contractors anticipated

§ the percent of the Proposer's total current employees by ethnicity, sex, and disability

Proposers that demonstrate a commitment to diversity will advance State efforts to expand opportunity to do business with the State as contractors and sub-contractors. Proposal evaluations will recognize the positive qualifications and experience of a Proposer that does business with enterprises owned by minorities, women, persons with a disability and small business enterprises and that offers a diverse workforce to meet service needs.

6. The following section is added to the RFP as 5.2.4.5.

5.2.4.5 The proposer will include all appropriate licensing agreements and standard business contract terms and conditions as proposal attachments with the understanding that the State reserves the right to modify said attachments as appropriate to meet State requirements

7. The following clause is added to the Pro Forma Contract as E.16.

E.16 State Ownership of Work Products. The State shall have all ownership right, title, and interest, including ownership of copyright, in all work products created, designed, developed, derived, documented, installed, or delivered to the State under this Contract. The State shall have royalty-free and unlimited rights to use, disclose, reproduce, or publish, for any purpose whatsoever, all said work products. The Contractor shall furnish such information and data upon request of the State, in accordance with the Contract and applicable State law.

8. The Department is issuing responses to written questions that were submitted in accordance with the requirements of section 3.3 of the RFP.

RFP Number 331.25-001
Questions

1. Would we be allowed to submit a proposal with 2 different SIS vendors?
SDE Response: No, there will be one primary vendor, but this vendor may subcontract with another vendor per RFP sections 3.12 and 5.2.1.5.
2. Are we allowed to submit a proposal for an Exceptional Student Education system only?
SDE Response: No, but vendors can subcontract with other vendors who have software covering the other areas needed per RFP sections 3.12 and 5.2.1.5.
3. How many students are in your Special Education program?
SDE Response: As of Dec 1, 2002, there were 125,391 special education students statewide.
4. Can you provide the number of Special Education students by District?
SDE Response: As of Dec 1, 2002, there were 125,391 special education students statewide.
5. How many 504 students are your districts managing?
Can you provide the number by District?
SDE Response: This data is not available at this time.
6. How many intervention students are your Districts managing?
Can you provide the number by District?
SDE Response: This data is not available at this time.
7. How many ELL students are your Districts managing?
Can you provide the number by District?
Are the majority of them from one ethnic background or are they distributed across various ethnic backgrounds?
SDE Response: This data is not available.
8. In Attachment 9.2, Cost Proposal, there is no space for software purchase or software licensing fees. Where should they be reported?
SDE Response: All purchase or licensing fees for application software should be included in the proposed cost per ADM for data conversion, implementation, and training or for proposed cost per ADM for Annual maintenance and support for each identified year in Attachment 9.2. The cost or fees for any hardware or software beyond the database server and software and the web server and software should be included in the proposed cost.
9. Would the State prefer annual or perpetual license fees?
SDE Response: Refer to answer to question #8.
10. The stated RFP process does not include any reference to demonstration of vendor software. Will the State award a contract without having any vendor demonstrations?
SDE Response: The pilot sites mentioned in the RFP will serve the purpose of the vendor's demonstration.
11. Functionality Questions:
A.18.b. What is the "S-team" process?
SDE Response: The "S-team" is a screening team that reviews the work that a child is doing and any modifications made in a regular classroom setting before referring that child for Special education.

A.18.dd. Please explain “Horizontal Student Lateral Report Sp. Ed”
SDE Response: Refer to answer to question #340.

12. Payment Terms & Conditions

E.1 State maximum liability not given

SDE Response: Section C1 of the ProForma contract states, “The Contractor is not entitled to be paid the maximum liability for any period under the Contract or any extensions of the Contract for work not requested by the State. The maximum liability represents available funds for payment to the contractor and does not guarantee payment of any funds to the Contractor under this Contract unless the State requests work and the Contractor performs said work. In which case, the Contractor shall be paid in accordance with the Service Rates detailed in Section E3. The State is under no obligation to request work from the Contractor in any specific dollar amounts or to request any work at all from the Contractor during any period of this Contract.”

13. RFP Schedule of Events

6. State Issues Response to Written Comments: Does this include written Responses to Pre-Proposal Conference?

SDE Response: Only questions submitted in writing by the deadline stated in the Schedule of Events will be answered.

How will this document be delivered (via e-mail, via fax, via courier service or Via U.S. mail) to proposers?

SDE Response: We will respond by email or Fed Ex or fax for those that did not provide an email address.

14. 1.1 Statement of Purpose cont., Page 3, 3rd paragraph, last sentence – Where can we find a description of “current State standard technologies”?

SDE Response: Current State Standard Technologies are included at the end of the written comments.

15. Can you provide a technology profile (e.g. PC’s versus Mac’s, release of Windows, use of e-mail and the software used, average years and types of computer experience of intended system users)? If this varies from District to District, please describe by District. If there are plans to upgrade District capabilities, please explain.

SDE Response: No.

16. Does every District have a T-1 line into each school?

SDE Response: About 90% of the schools have a T-1 or greater line.

If not, what form(s) of data communication do they have? Please describe by District. If there are plans to upgrade District capabilities, please explain.

SDE Response: The details about the schools in each District will be provided upon award of the contract.

17. The RFP indicates that not all districts might participate. Does the State wish us to prepare a proposal assuming that all districts will participate, or is there some basis that we should use in preparing a proposal?

SDE Response: Attachment 9.2, Explanations and Instructions, states the vendor should provide for implementing all 136 school districts.

18. Section 1.1 page 3, states: “The anticipated technology involved in implementing the Statewide Student Management Software will build on the current infrastructure being used for other departmental web-based applications.” Can DOE elaborate on what is the above referenced current infrastructure now being used – by both technology and manufacturer?

Will DOE seek to utilize current Tennessee statewide contracts for the procurement of new server hardware?

SDE Response: DOE is required to use statewide contracts for procuring hardware.

19. Is the amount of the performance bond (\$5,000,000 initially) unrelated to the actual amount of the bid. [sic] In other words what if that amount were more than 100% of the total of the price bid, would the bond still need to be for that fixed amount?

SDE Response: The State reserves the right to determine the amount of a performance bond considering the subject service and the circumstances of a given procurement. The amount of the performance bond should be commensurate with the potential liability involved with the contemplated service contract. The RFP must clearly detail the form and substance of the performance bond if a performance bond is required.

20. Section 3.11 prohibits the proposer from introducing any of its standard business contract terms and conditions. Does this extend to software licensing? We don't see any place else in the document where this procurement seems to contemplate a limited license to use vendor-owned software as is typically proposed for existing and actively marketed software solutions.

SDE Response: The proposer will include all appropriate licensing agreements and standard business contract terms and conditions as proposal attachments with the understanding that the State reserves the right to modify said attachments as appropriate to meet State requirements.

21. Does the State anticipate its own staff being trained by the vendor to assist with LEA user training sessions, data conversion or first line user support, or should the vendor propose assuming that it would independently staff all of those functions for all LEAs who will use the system?

SDE Response: The State will provide at least one employee to assist in each of these functions.

22. Section B.4 on page 71 describes on-site support after implementation. Does the State anticipate, or is it open to the possibility of remote software support (help desk with remote system access for diagnostic and correction as needed) for appropriate types of post implementation software support, [sic] as way of expediting services and reducing costs?.

If the answer to the above is "no", does section E4 on page 74, "travel compensation" unfairly disadvantage out of state vendors especially since section B4 does not limit the amount of on site services after implementation that the State can request but leaves that entirely to the State's discretion.

SDE Response: The State per RFP section B.4.b and B.4.c requires on-site support at SDE as defined for the duration of the contract. On-site support at LEA sites is required per B.4.a and to resolve issues that cannot be resolved from the SDE locations. Out of State vendors should make certain that travel compensation is factored into the costs presented in the cost proposal.

23. Has the State considered the costs of downtime for the system due to Internet latency or other access problems that could impact schools? For example, in the event that the system is down for reasons beyond the control of the vendor, will the vendor be indemnified for oversights that occur within the LEAs with regards to medical emergencies, students with special needs, etc?

SDE Response: Per RFP section A.1.n, the State is making provisions for redundancy and the LEAs can keep local copies of emergency data. The vendor will not be indemnified for issues beyond their scope.

24. Should the vendor's response include services and infrastructure to support a failover (backup/recovery) site?

SDE Response: The State will designate the backup location and the vendor will be expected to support the system at the site.

25. A growing trend in the K-12 arena is a data warehouse within a LEA. This technology allows the LEA to analyze and cross-reference multiple databases, including student management and financial, which improve efficiency and facilitate data driven decisions. How does the Department visualize the LEAs accomplishing this with a single database hosted at the State?

SDE Response: This is outside the scope of this RFP.

26. Do you foresee a point in time where the state will mandate that all districts, including the very larger ones, be on one system? And if so, when?

SDE Response: Refer to RFP Attachment 9.2, Explanations and Instructions. The State does not anticipate that all 136 school Districts will participate. There is no plan to mandate participation.

27. If many of the LEAs choose to stay on their existing SIS, which some have already expressed publicly, will this not defeat the overall purpose of a statewide fully integrated Student Information System as envisioned?

SDE Response: A response to this question is unnecessary for the preparation and submission of a proposal.

If so, will the State consider “alternative technical approaches,” that can accomplish the State’s same vision as stated in the RFP, from highly experienced SIS vendors that have proven and successful SIS systems in other statewide implementations, and that under this RFP as currently written will be rejected as non-responsive?

SDE Response: Please revisit RFP Section 3.11 which states, “A proposer may not submit the Proposer’s own contract terms and conditions in a response to this RFP. If a proposal contains such terms and conditions, the State, at its sole discretion, may determine the proposal to be a nonresponsive counteroffer, and the proposal may be rejected.”

Please also revisit RFP Section 3.14 which states, “Proposals of alternate services (*i.e.*, proposals that offer something different from that requested by the RFP) shall be considered nonresponsive and rejected.

28. The RFP indicates that if a vendor cannot meet the desired specifications such as a pure web-based solution without any client application that the response will be eliminated as non-responsive. What will the Department’s position be if only a portion of the response includes a client application to provide the full functionality?

SDE Response: Per RFP section 3.14, the RFP is for a pure web-based solution.

29. If there are no pure web-based responses, will all responses be deemed non-responsive and the Department re-issue the RFP? Or will the Department work with only the vendors that responded to find an acceptable solution and award a contract to one of the responding vendors?

SDE Response: As stated in 1.1, any proposal submitted proposing other than a pure web-based solution will be considered non-responsive and will be rejected. The State does not anticipate receiving proposals that do not meet this requirement.

30. In the event none of the responses are pure web based and the Department decided to re-issue the RFP will there be any limit on who will be able to respond to the revised RFP? For example, will the vendors that submit a letter in response to the original RFP be eligible to respond even if they choose not to respond because of the specifications in the RFP? Or will the RFP open to all vendors able to meet a revised RFP?

SDE Response: Refer to answer to question #29.

31. How does the Department plan on interfacing with all ancillary district or school student management programs such as the library management, food service, etc. being used throughout the state with the SMS hosted at the state as a single database?

SDE Response: This question is not a part of the scope of this RFP.

32. Could the State clarify a requirement of the TN SIS RFP concerning “School Interoperability Framework” (SIF)? Does the State require that submitting vendors be members of the SIF organization and/or subscribe to their standards?

SDE Response: The State requires that submitting vendors subscribe to SIF standards.

33. Is there a guaranteed amount of funds for the vendor the 1st year?

SDE Response: There is no guaranteed amount of funds for the 1st year. Per Attachment 9.2, payment will be based on the number of students (ADM) implemented.

34. Can the proposer response for the technical requirements be a Yes, No or a date of when it will be completed?

SDE Response: The proposer's response may include a date but only Yes or No answers will be scored in evaluation.

35. The RFP indicates that the proposal "Must have the ability to respond to constantly changing legislative mandates." Since vendors cannot anticipate specificity what the "mandates" will be, coding cannot be specific. May the proposal interpret "must have" as any method such as "templates", "wizard", etc.?

SDE Response: The State expects that the application be data driven to the extent possible. For example, addition of another ethnicity type should be able to be added to a table or other easily accessible list.

36. Should transmission of extracts from the SSMS to EIS be automatic or manual? If automatic, should the responsible party be electronically notified?

SDE Response: Both options should be available.

37. How much bandwidth will the state provide for the SSMS/EIS system?

SDE Response: The existing ConnectTEN network will be utilized. The SSMS application must efficiently use the available bandwidth.

38. "Those districts who currently cannot report electronically to the EIS will be the first pilot districts." May vendors have a list of schools/districts whose SMS cannot report electronically?

SDE Response: The participating pilot district list has not been finalized at this time.

39. The RFP states in A.1.a "Allow SDE to produce extract files to update the EIS system with all additions, deletions, and changes to meet Tennessee State Department of Education requirement." Does SDE foresee the SSMS of this RFP replacing EIS in the future?"

SDE Response: No.

40. Will the state reduce the amount of funding the districts receive if they go with the new state package?

SDE Response: There will be no BEP funds withheld from Districts to use this package.

41. Define single application.

SDE Response: There is no reference to "single application" in the RFP.

42. E4 states we will assist on site with a problem within 24 hours and not be compensated for travel. How will we assess the amount of travel time we will provide to know the cost of that travel? With a web-based system – the software is located in a different location than at the district.

SDE Response: Refer to answer to question #22.

43. \$5M bond – How did you arrive at this amount when it is not clear the cost for the 1st year? Why would the bond not be \$1M for the 1st year with a \$1M cost?

SDE Response: Refer to answer to question #19.

44. In reference to section 1.1 of the RFP numbered 331.25-001, we would appreciate some technical clarification, specifically with regard to the statement that "the new Statewide Student Management Software will utilize current State standard technologies." What technologies are currently considered "standard" within the systems of the State of Tennessee? Is this statement regarding existing infrastructure and topologies or software applications and their interfaces? To what extent does the state wish to integrate existing technologies into the SSMS?

SDE Response: Refer to answer to question #14.

45. Is there a list of all districts with current package identifying those that do not currently report electronically to the Education Information System?

There are several requirements in the SSMS Functional Requirements requiring 'automatic notification' (i.e. A.11 t.). Define automatic notification.

The state opens RFP files for public inspection on 12-11-03. May vendors view other vendor's RFP files? If viewing reveals differences in proposals due to ambiguity of state language, may vendors request a conference with state officials?

SDE Response: All files are open for public inspection per RFP 6.3.4.

46. Section 1.1, Statement of Proposal, page 3

The RFP Indicates "The anticipated technology involved in implementing the Statewide Student Management Software will build on the current infrastructure being used for other departmental web-based applications. The State will purchase new servers and database software licensing for this software. The new Statewide Student Management Software will utilize current State standard technologies.

Can the State be more specific as to the infrastructure the Statewide Student Management Software will operate on? i.e. What type (# of processors, GHZ, RAM) and how many servers will the State purchase? Which database will the State purchase and how many licenses? What is the minimum WAN connection the between the districts and the State? What are the current State standard technologies?

SDE Response: Refer to answer to question #14.

47. Section 2, RFP Schedule of Events, page 5

The schedule of events lists the following two events related to written comments:

	EVENT	DATE	TIME
5.	Deadline for Written Comments	11-19-03	
6.	State Issues Responses to Written Comments	11-26-03	

If proposals are due December 3, the issuance of Response to Written Comments on November 26 will too late for vendors to incorporate the appropriate modifications in their proposal submissions. Will the TN DOE consider changing the aforementioned dates? A suggestion would be deadline for written comments 11-14-03 and responses 11-19-03.

SDE Response: The deadline for submitting proposals will remain as listed in the RFP schedule of events.

48. Section 3.3.5, General Comments and Information, page 6

The RFP indicates "The State shall mail copies of its written responses to written comments, to all vendors submitting a Letter of Intent to Propose."

Does the State mean the written responses will be mailed via regular US mail? If so, many vendors will likely not receive the written responses before the proposals are due. Would the State consider sending the written responses to vendors via email or facsimile instead?

SDE Response: The State will email responses.

49. Section 5.2.4.4, Proposal Format and Content, page17

The RFP Indicates "Proposers must provide a response to all technical requirements as defined in the Proforma Contract sections A, B, and C and respond using RFP Attachment 9.3 Technical Evaluation Proposal Format."

Does the State mean vendors are to respond to pages 93 to 151 (as opposed to A, B and C in the Proforma Contract, pages 25 to 74)? Additionally, specifically where does the State want vendors to insert the responses?

SDE Response: Sections A-C, Proposer Response column on pages 93-151. (Yes or No response) Note item number in written response. Narrative forms must clearly identify section being responded to.

50. Sections 5.2.4.2 and 5.2.4.3, Proposal Format and Content, p 17

In order for vendors to understand the scope of services that need to be provided, can the State please provide the following:

- a) Does the State envision providing Help Desk Support for the schools and districts? If so, how many State personnel would be allocated to the Help Desk in each phase of the project? **SDE Response: Yes, 1.**

- b) How many State trainers will participate in a trainer-the-trainer program for each phase of the project? **SDE Response: Refer to answer to question #21.**
- c) How many State technical personnel does the State anticipate participating in each phase of the project? I.e. DBAs, SIS experts, EIS experts, etc. What would their FTEs be? **SDE Response: DBA**
- d) Will the State have one dedicated Project Manager for the entire duration of the project? **SDE Response: Yes**

51. Sections E.1 and E.2, Proforma Contract, page 73

The RFP indicates vendors submit a Maximum Liability of the State under the Contract and the Service Rates and Maximum Liability are form for the duration of the Contract.

Based on the amount of information provided in the RFP and the five-year scope of the project, it is difficult for vendors to agree to this term without certain qualifiers and assumptions detailed in their proposal (also see Attachment 9.2 Cost Proposal Format "It shall not detail any text that could be construed as a qualification of the cost proposed"). Will the State unequivocally deem all proposals non-responsive if they include the necessary qualifications and assumptions in order to mitigate risk for both the State and vendor?

SDE Response: Yes, see section 5.3.4 of RFP.

52. Attachment 9.2, Cost Proposal Format

How does the State want vendors to detail the software licensing costs associated with the project in Attachment 9.2?

SDE Response: Refer to answer to question #8.

If vendors were to submit the cost proposal in the format requested, would the State accept another optional cost proposal that may also be of benefit to the State?

SDE Response: The State expects to execute the pro forma contract as stated in section 5.3.2 of the RFP.

53. Would you define "Pure Web-based"?

SDE Response: The system should be a web-based application with no workstation client software or code, other than the browser, required to run the application. (See Section 1.1 of RFP).

54. Was the RFP generated solely on the needs of the TN DOE or does the RFP reflect capabilities in a software package preferred (Web-based) by the TN DOE?

SDE Response: The RFP was generated solely for the needs of the LEAs. There is no preferred package.

55. Reference 3.19.3. Did the State meet privately with or talk privately with any company or representative of a company, or solicit information from a current client of a company resulting in any information received becoming a part of the RFP? Would this not give an unfair advantage to the company? Would this not disqualify the company? If the State sought information privately from any company (directly or indirectly through a third party such as a current client), did the State seek information privately from all current software vendors supporting the EIS process or one of their clients? This does not include large open meetings.

SDE Response: Please revisit RFP Section 3.19.3, which states, "Any individual , company, or entity involved in assisting the State in the development formulation, or drafting of this RFP or its scope of services shall be considered to have been given information that would afford an unfair advantage over other Proposers, and said individual, company, or other entity may not submit a proposal in response to this RFP."

56. Reference 4.4 Does this RFP discriminate against small and perhaps minority companies that could not post the five million dollar performance bond?

SDE Response: The intent of the State's performance bond requirements is to adequately protect the interest of taxpayers with regard to this purchase of relatively dynamic service from a volatile marketplace. Clearly, it is NOT the intent of the State, the subject RFP, or any RFP requirement to discriminate against any business regardless of size or ownership.

Indeed, quite the opposite is the case. Toward that end and accordance with the latest policy guidelines, the subject RFP is hereby amended as follows.

Add the following Section 5.2.3.17.

Provide documentation of Proposer commitment to diversity as represented by its business strategy, business relationships, and workforce - this documentation should detail:

§ a description of the Proposer's existing programs and procedures designed to encourage and foster commerce with business enterprises owned by minorities, women, persons with a disability and small business enterprises

§ a listing of the Proposer's current contracts with business enterprises owned by minorities, women, persons with a disability and small business enterprises, including the following information

o contract description and total value

o contractor name and ownership characteristics (*i.e.*, ethnicity, sex, disability)

o contractor contact and telephone number

§ an estimate of the level of participation by business enterprises owned by minorities, women, persons with a disability and small business enterprises in a contract awarded to the Proposer pursuant to this RFP, including the following information:

o participation estimate (expressed as a percent of the total contract value that will be dedicated to business with subcontractors and supply contractors having such ownership characteristics)

o descriptions of anticipated contracts

o names and ownership characteristics (*i.e.*, ethnicity, sex, disability) of anticipated subcontractors and supply contractors anticipated

§ the percent of the Proposer's total current employees by ethnicity, sex, and disability
Proposers that demonstrate a commitment to diversity will advance State efforts to expand opportunity to do business with the State as contractors and sub-contractors. Proposal evaluations will recognize the positive qualifications and experience of a Proposer that does business with enterprises owned by minorities, women, persons with a disability and small business enterprises and that offers a diverse workforce to meet service needs.

57. How is the State's interest protected if after the contract has been awarded and the contractor has met the RFP requirements, the system fails due to technology failures such as weather related down time, hardware failures and other non-controllable factors involved in this technical approach?

SDE Response: Appropriate measures are already in place to minimize downtime due to any of these issues.

58. Reference 5.2.3.15. Does the requirement of "multiple prior similar projects" discriminate against new companies that do not have the prior projects but may have the latest and most advanced technology available?

SDE Response: No. Refer to RFP section 6.2.1.

59. Reference Statement of Purpose and 3.14. Does this conflict with "fairness to potential service providers"? The RFP consistently rejects any form of a proposal and seeks only costs associated with seemingly a predetermined solution. A technology not proven to work in all situations and disqualifies all current providers of software to the schools of Tennessee.

SDE Response: Section 3.14 stands as written. The State anticipates receiving several competitive proposals.

60. Reference 3.21.2. This section implies that proposals must meet all requirements of the RFP. What happens if no proposal meets all of the requirements? Is the State being fair if some companies do not submit a proposal because they do not meet all requirements and a company is awarded the contract that does not meet all requirements? If the State intends to waive some of the requirements, which ones do they intend to waive? For example does the State intend to waive the requirement of validated extract submission, and State reports including Special Education? Requirements that current software provider were required to meet.

SDE Response: Please revisit the following sections of the RFP:

3.20 RFP Amendment and Cancellation

The State reserves the unilateral right to amend this RFP in writing at any time. The State also reserves the right to cancel or reissue the RFP at its sole discretion. If an amendment is issued it shall be provided to all vendors submitting a *Letter of Intent to Propose*. Proposers shall respond to the final written RFP and any exhibits, attachments, and amendments.

3.21 Right of Rejection

- 3.21.1 The State reserves the right, at its sole discretion, to reject any and all proposals or to cancel this RFP in its entirety.**
- 3.21.4 The State reserves the right, at its sole discretion, to waive variances in technical proposals provided such action is in the best interest of the State. Where the State waives minor variances in proposals, such waiver does not modify the RFP requirements or excuse the proposer from full compliance with the RFP. Notwithstanding any minor variance, the State may hold any Proposer to strict compliance with the RFP..**

61. Reference 3.21.3. Does this “non-restriction” statement mean the state could use this product to compete with the company in other markets?

SDE Response: Please revisit Section 1.1 of the RFP which states: “The State of Tennessee, State Department of Education, hereinafter referred to as the State, intends to secure a contract for a Statewide Student Management Software package (SSMS) for use by local school districts and the department staff. This server hardware/software will be centrally managed so it can be supported by department personnel.”

62. Reference A1.m. Why would you require all information in a single database when you have a relational database application? The information required by this system will contain information with a one to one relationship, many to one relationship, and a many to many relationship. These types of relationships do not work efficiently in a single database. Do you mean to consolidate all sites into a single site rather than into a single database?

SDE Response: Per RFP section A.1.m, all school districts data must reside on a single database.

63. In the proforma contract attached to the RFP (Section A Scope of Services), it is required that the SSMS' functions and features include those listed in following categories:

- A.1 General
- A.2 Security
- A.3 District Calendars
- A.4 School Calendars
- A.5 Student Demographics
- A.6 Enrollment/Transfer/Withdrawal
- A.7 Master Scheduling Pre-registration and Tallying
- A.8 Master Schedule Building
- A.9 Master Scheduling Student Assignment
- A.10 Master Scheduling Finalize Schedule
- A.11 Attendance
- A.12 Grades
- A.13 Graduation Requirement
- A.14 Testing/Assessment
- A.15 Discipline
- A.16 Transportation
- A.17 Health
- A.18 Exceptional Student Education (ESE)
- A.19 Language Services (ELL/Alternative Language)
- A.20 Special Services
- A.21 Faculty
- A.22 Counseling
- A.23 Adult and Community Education
- A.24 Student Activity Fund and Other Fees
- A.25 Standard Reporting Requirements
- A.26 Ad- hoc Query Requirements

It appears that the State expects there to be an existing, off-the-shelf system that meets all of these requirements with an entirely web-based SIS.

Could the State advise what web based Student Information System(s) it reviewed, if any, as having all of the above functional requirements in its preparation of the RFP?

SDE Response: The State has not reviewed any web-based software for the preparation of this RFP. The above listed functions and features are system capabilities desired by the State.

64. Of the SIS systems reviewed were all of the functional requirements as stated in Section A.1-A26 run with no workstation client software or code, other than the browser required to run the applications, as required in the RFP?

SDE Response: Refer to answer to question #63.

65. In its due diligence prior to release of the RFP, has the State identified any presently marketed and installed software packages which can meet the letter of this RFP across all application areas described in the RFP (see 1 below) in an integrated fashion, within the stated required technology, "web-based application with no workstation client software or code other than the browser..." (RFP page 2, item 1.1) If so, has the state identified any available solutions that have a representative implementation approaching the size and scope (see 1 below) of the desired solution, "centralized web-based system that can support all 136 school districts on a single database." (RFP page 26, item A.1 m)

SDE Response: Refer to answer to question #63.

66. Can the State comment as to its procurement method that must include "consideration and comparison of potential contractors," wherein alternative technical approach solutions modeled after proven and successful implementations in other states of similar size and scope (1) "will be considered non-responsive and rejected?"

(1) Size and scope referring to:

"The State of Tennessee, State Department of Education, hereinafter referred to as the State, intends to secure a contract for a Statewide Student Management Software package (SSMS) for use by local school districts and the department staff. This server hardware/software will be centrally managed so it can be supported by department personnel. The statewide student management software must be flexible with the ability to respond to constantly changing legislative mandates. The software must also satisfy reporting obligations, 'no Child Left Behind' requirements, and ensure effective oversight of Local Education Agencies in accordance with the Tennessee Education Improvement Act of 1992. SSMS should be a web-based application with no workstation client software or code, other than the browser, required to run the application. Any proposal submitted proposing other than a pure web based solution will be considered non-responsive and will be rejected." (Page 2, I. Introduction, Statement of Purpose, RFP #331.25-001)

There are currently 1,681 state schools within 136 Local Education Agencies that record information in a student management software or local (in-house) independent system. Information for over 940,000 students and 62,000 staff members is recorded. The Department of Education utilizes the internet and web based technologies to deliver information for the benefit of K12 (kindergarten through grade 12) public Local Education Agencies. Local Education Agencies include all the State's 136 district offices and their respective local schools. (Page 2, Section 1 Introduction, Statement of Purpose, RFP 331.25-001)

In the pro forma (RFP # 331.25-001) contract attached to the RFP (Section A Scope of Services), it is required that the SSMS functional requirements include:

A.1 General

A.2 Security

A.3 District Calendars

A.4 School Calendars

- A.5 Student Demographics
- A.6 Enrollment/Transfer/Withdrawal
- A.7 Master Scheduling Pre-registration and Tallying
- A.8 Master Schedule Building
- A.9 Master Scheduling Student Assignment
- A.10 Master Scheduling Finalize Schedule
- A.11 Attendance
- A.12 Grades
- A.13 Graduation Requirement
- A.14 Testing/Assessment
- A.15 Discipline
- A.16 Transportation
- A.17 Health
- A.18 Exceptional Student Education (ESE)
- A.19 Language Services (ELL/Alternative Language)
- A.20 Special Services
- A.21 Faculty
- A.22 Counseling
- A.23 Adult and Community Education
- A.24 Student Activity Fund and Other Fees
- A.25 Standard Reporting Requirements
- A.26 Ad- hoc Query Requirements

SDE Response: Please revisit RFP sections 6.2.1 and 6.2.3.

6.2.1 states, "The evaluation process is designed to award the procurement not necessarily to the Proposer of least cost, but rather to the Proposer with the best combination of attributes based upon the evaluation criteria. Therefore, proposals are evaluated against the evaluation criteria in this RFP and NOT against other proposals.

6.2.3 states, "All proposals shall be reviewed by the RFP Coordinator to determine compliance with basic proposal requirements as specified in this RFP. If the RFP Coordinator determines that a proposal may be missing one or more such requirements, the Proposal Evaluation Team shall review the proposal to determine:

- a) if it meets requirements for further evaluation;
- b) if the State shall request clarification(s) or correction(s); or
- c) if the State shall determine the proposal nonresponsive and reject it."

67. If it is true that no system has been identified or exists that can meet these architectural specifications, to what extent does the State anticipate, or would the State accept, some degree of development project. (The timeframes for system's production use laid out herein would preclude almost any level of software development and testing effort.)

SDE Response: The State, as evidenced by Attachment 9.3, does not anticipate that a vendor will have all of the defined specifications.

68. In section 4.4 Performance Bond - Is there any assistance for a small business to obtain the performance bond or any special consideration?

SDE Response: The Department of Education does not offer assistance or "special consideration" to small business with regard to performance bonds.

69. In section 5.2.2.3.3 Certificate of Insurance – What other forms of coverage are acceptable and can this be done after contract award?

SDE Response: No other forms are acceptable and proof must be provided with the submitted proposal.

70. In section 5.2.5.1 Audit information – Based on a small business this information is not available, what would be an acceptable answer or substitute since it is not available?

SDE Response: There is no acceptable substitute. Detailed documentation of financial resources is required by section 5.2.5.

71. What data formats or systems will need to have data converted?

SDE Response: There are approximately 12 different software packages in use by the LEA's, all formats will require data conversion. See http://www.tennessee.gov/education/sm_menu.htm

72. Are there State staff that will be able to assist the winning bidder with necessary data tapes, links, or equipment to transfer the data or convert the data?

SDE Response: SDE will have staff involved in all processes but it is the vendor's responsibility to acquire the necessary expertise to accomplish all tasks.

73. Will the State purchase necessary data conversion tools if needed?

SDE Response: Data conversion tools are the responsibility of the successful bidder.

74. Where is the central location for all hardware systems that the State will provide to support this contract?

SDE Response: Hardware will be located at the State Data Center in Nashville.

75. Is there any hardware equipment purchased by the winning bidder to support this contract?

SDE Response: SDE will provide all hardware for the web or application server and database server.

76. Does the State supply computers or equipment to access the system from their office for the winning bidder?

SDE Response: Yes, only State owned equipment will be connected to the State network.

77. How many work areas are available for the winning bidder to use?

SDE Response: The State has adequate office space for the vendor staff.

78. In section A.1.a Ability to setup user-defined fields for all areas – What are these fields related to and does this capability have to exist in the finished product (ie Add fields in production system)?

SDE Response: User defined fields are data elements that the user can use as they please for their own information and for running queries. All capabilities requested in the RFP must exist in the production system.

79. In section A.2.a Provide users the ability to export data in xls or comma delimited txt files – The data that is implied here is it coming from reports only?

SDE Response: Data may be from reports or queries.

80. In section A.2.c – Are you talking about Server security?

SDE Response: Section A.2.c refers to application access.

81. In section A.14.e – When tracking in house developed tests what information is collected?

SDE Response: The same type data as collected in RFP section A.14.a.

82. Can you provide a glossary for the acronyms contained in this RFP?

SDE Response: Not without a specific list of the acronyms in question.

83. In section A.26.f End-User is mentioned, who are the end user and what level of security is needed?

SDE Response: End users are SDE and LEA district and school staff. Field level security must be provided.

84. In Section 1.1 – What is the states technology standard?

SDE Response: Refer to answer to question #14.

For questions 86-89 below: Section 5.2.2.1 requires “written confirmation that the Proposer shall comply with all the provisions in this RFP and shall accept all terms and conditions set out in the pro forma contract”. Although

Section 2 “RFP Schedule of Events” outlines a timetable that infers a contract negotiation period from 12-11-03 through 12-29-03, the inclusion of a contract as part of the RFP and the requirement to accept that contract as part of each proposal tends to contradict that inference. The pro forma contract in Section 8 itemizes a list of deliverables and other items about which we find it necessary to seek clarification in order to reduce future misunderstandings. (listed below)

86. Section 5.2.3.12 requests an organizational chart. Is this to be a company organizational chart highlighting key resources to be involved in the implementation or a project team organizational chart?

SDE Response: The organizational chart should identify key people who are involved in this RFP.

87. Section 8 “Pro Forma Contract” itemizes a list of deliverables to be included in the final contract. If a proposer responds with a “No ” to an item in Section 9.3.A “Functional Requirements”, will that deliverable be struck from the final contract?

SDE Response: The State expects to execute the pro forma contract as stated in section 8.

88. Are responses to Section 9.3.A “Functional Requirements” expected to reflect the proposer’s current product functionality as generally available to all of its customers as of the time of proposal submission, or functionality promised to be available at some point in the future? If the later, what availability date should be used?

SDE Response: It should reflect current product functionality.

89. Attachment 9.2 refers to a pilot group of smaller districts that cannot report electronically being ready to begin using the SMSS by July 1, 2004. Attachment 9.4 quotes an ADM for the initial pilot group of 25 districts to be 97,000 which would come to an average district size for the pilot of 3,880. Based on the ADM table in Attachment 9.3 and Tennessee’s latest submission to NCES, the average TN district size is around 6,900 ADM while the median size is below 3,300. Given this, it would take the smallest 65 districts to add up to 97,000 ADM which would put nearly half the state’s districts in the pilot group. Therefore, do you anticipate that some large districts will be in the pilot group of 25 as well? If that’s true, what has been preventing the larger (and even mid-sized) districts from reporting electronically?

SDE Response: Three Districts have specifically stated they cannot report due to the version of software they are using. Those are Sumner, McNairy and Crockett. The remaining district list is not yet finalized but we intend to include midsized Districts in the pilot.

The following statements were made relative to questions 90-624:

Overall Concern:

Most RFPs have some type of feature checklist. The Proposer strives to complete these checklists as completely and accurately as possible, differentiating between current and future functionality. Experience has taught us that our interpretation of a checklist item may be different from our potential customer's.

Tennessee SDE has included a functional requirements list within the RFP contract. At first glance, this looks much like any other checklist. However, our careful reading of the RFP document indicates that Infinite Campus will be held contractually accountable for at least the items in the checklist for which we respond with a “yes”. By implication, this means we will be held responsible for SDE's expectations about items in the checklist.

Therefore, we need SDE to be very clear about what, exactly, is the expected deliverable for each requirement. We are not trying to be difficult; rather we are looking for clarification to ensure that we respond to the RFP in the most accurate way possible. If awarded the contract that contains this checklist, we will understand your precise expectations and be able to deliver the best information system and services possible.

General Clarification Requested For Each Item:

Please list the minimum data elements that are expected to be included. Please specify the expected format for these items. If applicable, please specify the allowable values for these elements.

Please describe the evaluation criteria that will be used to determine contractual compliance.

Specific Clarification Requested:

90.a A.1.a: Allow SDE to produce extract files to update the EIS system with all additions, deletions, and changes to meet Tennessee State Department of Education requirement (See EIS Manual at www.state.tn.us/education/sm_menu.htm). Given the adoption of XML Web messaging (e.g. S.I.F. real time information interchange standards) by leading software vendors and SDE's desire to create an up-to-date, efficient state wide information network, will a proposed solution that links the EIS and the state-wide SIS together via S.I.F. (i.e. automatic, real time Web messaging according to SDE-defined DTDs) rather than time-consuming manual extract and update operations be considered? If so, is the SDE willing to facilitate the development of an S.I.F. Agent for the EIS system? If not, why not?

SDE Response: The State will accept manual or real time updates to EIS. Refer to answer to question #36.

90.b A.1.b: User-friendly (i.e. Graphical User Interface)

Please list the specific criteria that will be used to determine if the GUI meets the “user friendly” requirement.

SDE Response: User-friendly means the system is simple to learn and use. There is no specific checklist.

91. A.1.c: Ability to set up user-defined fields for all areas

Are “user defined fields for all areas” expected to be available on every Page” or can this requirement be interpreted to mean “a way to store additional information about all functional areas” (e.g. a custom attendance-related field on a custom data Page)?

SDE Response: Can be interpreted with “a way to store additional information about all functional areas”.

92. A.1.d: During data entry, ensure that all mandatory data items are captured and prevent acceptance of inconsistent or invalid data

Does “mandatory data items” refer only to those data elements required by SDE in A.1.a or is it expected that schools will be able to determine which elements are required? Is it the intent of this requirement that user's input for any “mandatory data item” will be compared against a table of allowable values for that item? If so, please specify the allowable values for each item.

SDE Response: Mandatory data items will be both those data items that must be reported to EIS and those data items required for LEA level reporting a list of allowable data values for EIS elements can be found at http://www.tennessee.gov/education/sm_menu.htm

93. A.1.e: During data entry, provide drop down menus or user defined selection lists

Does this requirement mean that there should be drop down menus or user defined selection lists for all data elements (excluding text blocks and graphic images)? If not, how will the system be evaluated for compliance (e.g. 20% of all fields within the system can have user defined selection lists)?

SDE Response: Yes. Drop down menus or list boxes should be used where appropriate.

94. A.1.f: During data entry, provide users the ability to default values

Does this requirement mean that users should be able to specify default values for all data elements (excluding text blocks and graphic images)? If not, how will the system be evaluated for compliance (e.g. 20% of all fields within the system allow user defined default values)?

SDE Response: Yes. Users should be able to specify default values where appropriate.

95. A.1.g: Display a meaningful error message when system errors or/and data entry errors are detected

Please list the specific criteria that will be used to determine if error messages meet the “meaningful” requirement. Please precisely describe the evaluation process that will be used to determine compliance based upon the criteria specified.

SDE Response: The message must contain detail on which data item or process created the error.

96. A.1.h: Ability to interface with SDE directory (licensure database)

The statewide SIS and the SDE directory can be linked together in real time via XML Web messaging. Can “interface” be interpreted to mean such a link? Is there a specific reason why “interface” is used in this contractual requirement while “extract and update” is used in several others? Will a proposed solution that links the SDE

directory to the state-wide SIS via S.I.F. be allowed? If so, is the SDE willing to facilitate the development of an S.I.F. Agent for the SDE directory?

SDE Response: The “interface” is required rather than “extract and update” because the SSMS only needs to read the SDE directory and licensing database to validate values being entered into SSMS.

97. A.1.i: Maintain SDE defined years of data online. (i.e. users are able to access and modify previous years' data) Upon acceptance of a statewide SIS, SDE will have a “data warehouse” capable of storing all pertinent information for very long periods of time (albeit in an archival/reporting database rather than a transactional one). In a state-wide system, authorized individuals can be granted rights to modify any/all data. Given the profound information value of longitudinal data analysis, is there a specific reason why only “defined years of data” are to be maintained online? Will a proposed solution that is specifically structured to permit online access to all data to be allowed. If so, is SDE willing to put sufficient hardware in place to support this?

SDE Response: This is not in the scope of this RFP.

98. A.1.j: Query on any field in the SIS database (Discover)

“Query on any field” is an open-ended concept. Given the highly normalized relational database required for a statewide information system, it is not always possible to query a specific field due to the context in which the query is being invoked. Is the intent of this specific contractual requirement to allow any user within any context to access any field she/he has been assigned security rights via the GUI? If not, how will the “query on any field” contractual requirement be evaluated?

SDE Response: Yes.

99. A.1.k: Ability to perform search and sort on any and all data. To include single or combination item search and sort and the ability to use a wild card search.

Because including multiple data elements in a query against a relational database (which may then be sorted in various ways) is not always a simple thing (e.g. hierarchical dependencies and inner/outer joining). Is the intent of this specific contractual requirement to allow any user within any context to perform search and sort operations on any field or combination of fields she/he has been assigned security rights via the GUI?

SDE Response: Yes.

100. A.1.l: Compatible with Macintosh OS 8.1 or higher running Internet Explorer 5.0 or higher and Windows NT 4.0 or higher running Internet Explorer 5.5 or higher.

Given the stated duration of the awarded contract and the stated duration of SDE's roll-out of the statewide SIS, please provide a logical justification for requiring the SIS developer to develop software according to the limitations of operating system and Web browser technology that is already generally considered to be obsolete and that will soon not be supported by Apple and Microsoft.

SDE Response: The minimum requirements are defined based on equipment currently in schools.

101. A.1.m: The application must be a state-level centralized web-based system that can support all 136 school districts on a single database. No workstation client software or code, other than the browser, should be required to run the application. The application and the database must each reside on a separate server. The application and database servers can run in either a Windows or a Unix environment.

Given the extremely CPU-intensive nature of schedule loading, will this specific contractual requirement be satisfied if JAVA Web Start technology is employed to download up-to-date JAVA applets to Macintosh, PC, and Linux workstations when the schedule loader is invoked? If not, will the State make a contractual commitment to purchase the hardware necessary to run the schedule loader “server side” via JAVA servelets for 136 school districts in order to ensure an acceptable end user scheduling experience?

SDE Response: Java Applets to workstations are not acceptable. The State will purchase hardware to support server side load balancing. The vendor must provide performance tuning and monitoring per section A.1.o of the RFP. The State will determine when additional hardware will be the appropriate solution.

102. A.1.n: The application must be designed to provide data redundancy through mirroring the application and data at a backup location.

Modern, fully Web-based information systems are based upon “n-tier architecture” wherein the user interface, the business logic (a.k.a the application), and the database(s) are separate entities, each with specific roles to play. Generally, the provision of data redundancy through mirroring and the creation and maintenance of backups for a

system of state-wide scale and significance is performed at the database level by highly trained MIS technicians via database-specific tools (e.g. Microsoft SQL-Server Enterprise Manager). Does this specific contractual requirement mean that mirroring and backup operations are to be controlled by the business logic of the system and thereby available to the end user via the Web browser GUI?

SDE Response: No.

103. A.1.o: Monitoring and tuning of database and application performance and response time must be provided to ensure network and server capacity are efficiently utilized.

"Efficiently utilized" is an open-ended concept. Please specify the metrics will be used to evaluate compliance with this contractual requirement (e.g. no more than 70% total database CPU utilization during peak transaction times).

SDE Response: The following are Oracle's recommended performance metrics for Oracle database servers.

It would be expected that you provide the comparable metrics for the database being utilized: 1) "Library Cache" contains parsed SQL statements and code modules. Poorly designed SQL and use of SQL will show up in this metric. The Library Cache Hit Ratio should be as high as possible and at least greater than 90%. Also the Reloads-to-Pins ratio should be less than 1%. 2) "Buffer Cache" - contains data blocks read from disk. The more you can use these blocks versus having to perform an IO the better performance you will achieve. The Buffer-Cache-Hit-Ratio should be greater than 90%. 3) "Data Dictionary" contains mostly static data and if memory is sized properly this will not be a problem. The Data-Dictionary-Cache-Percent-of-Misses should be less than 15%. 4) "Redo Log Buffer" contains changes to the database for recovery purposes. The number of Redo-Log-Buffer-Allocation-Retrieves should be near zero and less than 1% of Redo-Entries. 5) Sorting is one of the most expensive operations. The number of sorts that occur should be minimized and the Ratio of Disk Sorts to Memory Sorts should be less than 5%. 6) All disks should have at least 10% free space.

104. A.2.a: Provide multiple access level by fields, data value and type of information. (Levels are to be determined by LEAs)

If an object-based security model is utilized, restricting access at the field level would defeat work flow logic that has been built into the system by the developer. Is control of data access at the field level literally required is it the intent of this contractual requirement that the vendor provide a defensible, industry standard security model? Please precisely describe a scenario where two users' access levels would differ due to the value of the data and/or type of information contained within a field.

SDE Response: The intent is that there be multiple security roles. Based on the roles, the access to data fields is controlled. Access can be none, read-only or read-write.

105. A.2.b: Ability for each LEA to have a security administrator responsible for maintaining field level security. Is it expected that each and every LEA will assign and maintain field level security (perhaps in spite of an object-based security model), or can it be interpreted to mean that the LEA can define and assign appropriate, function-specific security profile(s) to each local user?

SDE Response: The LEA can define and assign appropriate function-specific security profiles to each local user.

106. A.2.c: User authentication will be by user-id and password, assigned by LEA security administrator. LEA security administrators will be assigned by State security administrator.

As written, password assignment and management is the inherited responsibility of the LEA security administrator. In most Web-based information systems, the end user can change his/her password whenever desired/necessary. Please provide a description of the security-related business processes and work flow the LEA security administrator is expected to follow.

SDE Response: The LEA security administrator can add or delete users and reset or revoke passwords of users. End-users can change their passwords whenever desired/necessary.

107. A.2.e: Fully encrypt all data sent via Internet using 128 bit secure socket layer per the current Tennessee Information Resources Architecture.

"Internet" has a number of possible meanings. Does this contractual requirement refer to any/all TCP/IP data transmission either inside or outside of a firewall, or does it refer only to TCP/IP data transmission outside of the district's firewall?

SDE Response: The web server that the application pages are served through must have a digital certificate.

108. A.2.f: Maintains an audit trail or change history (i.e. who, when and what).

Does this specific contractual requirement refer to a general “user log” (e.g. Who logged into the system and under what circumstances) or is the intent of this requirement to ensure that every transaction is logged?

SDE Response: General user log.

109. A.2.g: Allow the districts the ability to define their own user groups for security purposes, i.e. Special Education group only are allowed to view student special ed information, Vocational Education group only are allowed to view vocational ed student information.

Is it expected (cross reference contractual requirement A.2.a) that field level security can be assigned at the group level and then inherited by members of the group?

SDE Response: Yes.

110. A.2.h: Automatic log off after predetermined amount of time where there is no activity.

The scope of this contractual requirement needs further definition. Is the “predetermined amount of time” expected to be a global value set by the developer? Is it expected to be a global value set by SDE? Is it expected that LEAs will set their own “predetermined times”? Is it expected that “predetermined time” will be set at the group and/or individual user level?

SDE Response: A global value that can be set or modified by SDE.

111. A.3.c: Allows for modifications to district calendars

Please list the “modifications” that this function is expected to support. Please list the data elements that are expected to be associated with this requirement. Please list the expected user control options.

SDE Response: For a list of district calendar data elements, refer to

http://www.tennessee.gov/education/sm_menu.htm

Modifications should allow for add, change, or delete of any calendar events.

112. A.3.d: Ability for districts/schools to flag any or all district calendar record types by calendar number to be extracted for upload to EIS even when no changes have been made to the district calendar

If integrated information interchange between SIS and EIS is not deployed, please describe the business processes associated with “flagging district calendars”. Please describe the expected user control options.

SDE Response: Users should be able to indicate calendar information is to be resent to EIS regardless of whether actual changes have been made or not.

113. A.3.l: Edit for a maximum of 13 stockpile days (total of professional development and inclement weather)

Please describe the business processes associated with the stockpiling of days. Does this specific contractual requirement assume the existence of an integrated professional development tracking subsystem? If so, what types of business logic decisions will the end users in Tennessee expect the system to make based upon the information they input?

SDE Response: The requirement does not assume the existence of an integrated professional development tracking subsystem. According to 200 day accountability requirements, certain number of days can be designated for teacher professional development. The system should ensure that the maximum number of days is not exceeded.

114. A.4.b: Create school calendar from a district calendar

Please list the specific data elements that are expected to be associated with the complex process of “creating a school calendar from a district calendar” and describe the expected user control options.

SDE Response: All school calendars must be associated with a district calendar to set a baseline for a school’s schedule of events for the year. See http://www.tennessee.gov/education/sm_menu for specific data elements.

115. A.4.c: Allows for modification to school calendar

Does this requirement simply mean changes to the value of data elements within an existing calendar structure, or does it mean that the end user should be able to substantially change the structure of the calendar without creating a new instance of it?

SDE Response: It means changes to the value of data elements.

116. A.4.e: Ability for districts/schools to flag any or all school calendar record types by school calendar number to be extracted for upload to EIS even when no changes have been made to the school calendar
If integrated information interchange between SIS and EIS is not deployed, please describe the business processes associated with “flagging school calendars”. Please describe the expected user control options.

SDE Response: Users should be able to indicate calendar information is to be resent to EIS regardless of whether actual changes have been made or not.

117. A.4.m: Do not allow a individual school to indicate stockpile professional development option if the district stockpiles professional development (this option is only if the district does not stockpile professional development)
Please define the decision tree associated with “not allowing an individual school to indicate stockpile professional development option if the district stockpiles professional development”.

SDE Response: If the district stockpiles professional development, then the schools will automatically have those days. If the district does not stockpile professional development, then a school can individually stockpile days.

118. A.5.a.2: Student nickname

Is it expected that “nickname” is a single attribute associated with a student or is the system expected to track the multiple “nicknames” that are possible for a given individual?

SDE Response: A single attribute.

119. A.5.a.3: Social Security Number (required unless Student PIN is provided)

Please describe the business process by which the “Student PIN is provided”. Is the right to view/access to this Social Security Number expected to be incorporated into the object-based security model to ensure FERPA compliance?

SDE Response: The rules for assigning SSNs or PINs is located at <http://www.tennessee.gov/education/mpublications.htm>

120. A.5.a.4: Student PIN (should only be used if Social Security Number is not available and then it is required)
It appears that this requirement can be met by simply providing a mandatory field into which either a social security number or a PIN number is manually entered. Please describe the business process by which the Student PIN is expected to be created.

SDE Response: It must be two separate data fields.

121. A.5.a.5: Gender, Date of Birth, Birthplace, multiple birth

Is the intent of “multiple birth” to associate twins (and greater) with one another (e.g. Sarah is Sammy's twin and Sammy is Sarah's twin)?

SDE Response: Yes.

122. A.5.b: Student previous Social Security Number

Please define “previous social security number” and describe a business process where this information is used.

SDE Response: If a student was originally entered into the system with an incorrect SSN, then when the SSN is corrected the prior SSN must be used for historically tracking the student.

123. A.5.c: Student previous name (first name, last name)

Please define “student previous name” and describe a business process where this information is used.

SDE Response: This is used to correct/change a student’s name that was incorrect. It is used for historical tracking of a student.

124. A.5.d: Student Previous PIN

Please define “student previous name” and describe a business process where this information is used.

SDE Response: This is used to correct a student PIN. It is needed for historical tracking of a student.

125.A.5.e: Ability to determine number of days enrolled during 20-day period,number of days attended in 20-day period

It appears that the intent of this contractual requirement is to create a “sliding 20-day window” within which enrollment (expected attendance) can be compared with actual attendance. If this is not the case, please precisely describe the business processes associated with this requirement. Please list all of the data elements that are required for this determination. If there is an expected format for a printed report of this information, please precisely describe it.

SDE Response: There are nine 20-day required reporting periods. To accurately calculate Avg. Daily Membership and Attendance, this information must be available. Reporting periods are defined in the school’s calendar.

126.A.5.f: Title 1 instruction being administered, title 1 support services being offered.

Is the intent of this contractual requirement to provide two Title 1 status fields or is it to provide a complete tracking system for Title 1 services? If a tracking system is expected, please provide a detailed set of requirements (including a list of all required data elements and a description of all associated business processes).

SDE Response: Two Title 1 status fields is the intent.

127.A.5.h.1: Add multiple addresses for student, parents, or/and guardians

Is the intent of this requirement to allow an unlimited number of one-to-many associations between individuals and addresses?

SDE Response: Yes

128.A.5.i.2: Email of each contact

Is the email text expected to behave as a “mail to hyper link”? Please specify the expected format of this/these data element(s) and provide a list of the expected allowable input(s)/value(s).

SDE Response: It is not required to have a mail to hyper-link. The intent is to have the information available. The data element should be able to accommodate the entry of email addresses.

129.A.5.i.3: Flag for parent/guardian not having rights to see student (restraining order, parent pickup rights)

Please specify the expected format of this flag. Please describe the business process by which it will be set and revoked. Is the right to view/access to this flag expected to be incorporated into the object-based security model to ensure FERPA compliance?

SDE Response: The flag should indicate the specific parent/guardian. The right to view/access will be determined by user roles per section A.2.b of the RFP.

130. A.5.k: Track information (type of services to be received) for students with 504 plan

Is the intent of this specific contractual requirement to provide a status field for a 504 plan or is it to provide a complete tracking system for 504 plans? If a tracking system is expected, please provide a detailed set of requirements (including a list of all required data elements and a description of all associated business processes).

SDE Response: A status field for a 504 plan.

131.A.5.l: Allow student to have multiple current classifications and maintain classification history with begin and end dates for the school year

Please define “multiple current classifications” and “classification history”. Please specify the expected format of this/these data element(s) and provide a list of the expected allowable input(s)/value(s).

SDE Response: Please refer to http://www.tennessee.gov/education/sm_menu.htm for a list of classification types.

132. A.5.m: Maintain student standard day and history including beginning and ending dates for each student standard day

Please define “student standard day” and “student standard day history”. Please specify the expected format of this/these data element(s) and provide a list of the expected allowable input(s)/value(s).

SDE Response: A student standard day is the number of minutes a student is scheduled to be in class. The number of minutes can change during the school year.

133.A.5.n: Maintain student history for a SDE defined number of years after graduation

Given a statewide SIS, SDE will have a “data warehouse” capable of storing all student history information for very long periods of time (albeit in an archival/reporting database rather than a transactional one). Is there a specific

reason why only “defined number of years” of data are to be maintained? Will a proposed solution that is specifically structured to permit online access to this information in perpetuity be allowed?

SDE Response: The intent of the “defined number of years” was to ensure that the need to keep historical data was recognized as a requirement. A perpetual solution is allowable.

134.A.5.o: Track Homeroom

This type of tracking is frequently accomplished via the student's schedule. Please specify the expected format of this/these data element(s) and provide a list of the expected allowable input(s)/value(s).

SDE Response: It is acceptable to track this via the student’s schedule.

135.A.5.p: Refusal to release Social Security number indicator (Note use of SSN or student ID number)

Is this intended to be a simple status field or is it intended that parent refusal forms be stored online as is done with special education due process forms? Please specify the expected format of this/these data element(s) and provide a list of the expected allowable input(s)/value(s).

SDE Response: A status field.

136.A.5.q: Track program of Study

Is the intent of this requirement to provide a status field for program of study or is it to provide a complete tracking system for study programs? If a tracking system is expected, please provide a detailed set of requirements (including a list of all required data elements, expected reports, expected user controls, and a description of all associated business processes).

SDE Response: A status field.

137.A.5.r: Section 504 start date, end date, and accommodation fields (codes)

Please specify the expected format of this/these data element(s) and provide a list of the expected allowable input(s)/value(s). Is the intent of this requirement to provide a complete 504 plan management system? If a complete management system is expected, please provide a detailed set of requirements (including a list of all required data elements and a description of all associated business processes).

SDE Response: The intent is to provide only a start date, end date and identify any special accommodations from a list of available accommodations.

138.A.5.s.1: Book Assignment (Include textbook indicator for lost, returned or damaged books)

Is the intent of this requirement to provide a complete textbook management system. If a complete management system is expected, please provide a detailed set of requirements (including a list of all required data elements and a description of all associated business processes). Otherwise, please list the static data elements associated with this requirement.

SDE Response: The intent is to only identify the textbooks assigned to a student.

139.A.5.s.2: Locker assignment

Is the intent of this specific contractual requirement to provide a locker number and locker combination field or is it to provide a complete locker assignment and management system. If a complete management system is expected, please provide a detailed set of requirements (including a list of all required data elements and a description of all associated business processes).

SDE Response: A locker number and locker combination field.

140.A.5.s.3: Parking eligibility and decal number

What are the data elements associated with “parking eligibility”? Is this intended to be a simple status field or is parking eligibility one aspect of the discipline system.

SDE Response: A yes or no indicator for parking eligibility and a decal number if eligible to park.

141.A.5.s.5: Parental consent for student Internet access

Is this intended to be a simple status field or is it intended that parent consent forms be stored online as is done with special education due process forms? Please describe the evaluation criteria and analysis process that will be used to determine compliance with this contractual requirement

SDE Response: A status field.

142.A.5.u: Provide flags for special student circumstances (e.g., medical alert, guardian alerts)

Please specify the expected format of these flags. Please describe the business processes by which they will be set and revoked. Is the right to view/access to these flags expected to be incorporated into the object-based security model to ensure FERPA compliance?

SDE Response: A flag and a description field with access controlled by user roles.

143.A.5.v: Allow for student to be flagged as ineligible for funding, and maintain history of status

Please specify the expected format of this flag. Please describe the business processes by which it will be set and revoked. Is the right to view/access to this flag expected to be incorporated into the object-based security model to ensure FERPA compliance? Please specify the expected format of the data element(s) associated with “status history” and provide a list of the expected allowable input(s)/value(s).

SDE Response: A flag to indicate ineligible for funding and the beginning and end date.

144.A.5.w: Track student grade assignment and maintain history with grade begin and end dates for school year Does this requirement differ in a substantive way from providing a specific view of an electronic transcript?

SDE Response: An electronic transfer is acceptable if it provides this specific information.

145.A.5.x: Ability for districts/schools to flag any or all student record types by student Social Security Number or PIN Number to be extracted for upload to EIS even when no changes have been made to the student’s data

If integrated information interchange between SIS and EIS is not deployed, please describe the business processes associated with “flagging social security and PIN numbers”. Please describe the expected user control options.

SDE Response: Please see SDE response to question #116.

146.A.5.y: Do not allow both a student SSN and PIN number but do allow PIN number to be changed to SSN at a future date

It appears that this requirement can be met by simply providing a mandatory field into which either a social security number or a PIN number is manually entered. Please describe the business process by which the Student PIN is expected to be created.

SDE Response: SSN and PIN must be two separate fields.

147.A.5.z: Ability to add user-defined fields for student demographics

Are “user defined fields” for student demographics expected to be available on every Page” expected or can this requirement be interpreted to mean “a way to store additional information about all “student demographics” (e.g. a custom “music preference” field on a custom data Page)?

SDE Response: A way to store additional information about a student.

148.A.5.aa: Report showing Student Demographic Information

Please specify the data element expected to be associated with this “Student Demographic” report. Please define the expected appearance/format of this report.

SDE Response Questions 148-172: These reports should be available for a district or school and include the student identifier information and associated data identified by the report type listed.

149.A.5.bb: Generate student reports to multiple parents with different mailing addresses

Please specify the data element expected to be associated with the “student reports” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

150.A.5.cc: Report of Students by Last Name

Please specify the data element expected to be associated with this “Report of Students by Last Name”. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

151.A.5.dd: Report of Students by Gender

Please specify the data element expected to be associated with this “Report of Students by Gender”. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

152.A.5.ee: Report of Students by Student ID

Please specify the data element expected to be associated with this Report of Students by Student ID”. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

153.A.5.ff: Report of Students by Town/Country Code

Please specify the data element expected to be associated with this “Report of Students by Town/Country Code ”. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

154.A.5.gg: Report of Students – Parent/Guardian

Please specify the data element expected to be associated with this “Parent/Guardian” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

155.A.5.hh: Report of Students – Telephone

Please specify the data element expected to be associated with this “Telephone ” report. Please define the expected appearance/format of this report. Is the intent of this requirement to produce a PRINTED REPORT student telephone numbers or is it intended to produce a FILE of telephone numbers that can be uploaded to other devices?

SDE Response: Refer to #148.

156.A.5.ii: Report of Household Addresses by Student

Please specify the data element expected to be associated with this “Household Addresses by Student” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

157.A.5.jj: Report of Student List by Billing Household

Please specify the data element expected to be associated with this “Student List by Billing Household” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

158.A.5.kk: Student List by Residence Household

Please specify the data element expected to be associated with this “Student List by Residence Household”. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

159.A.5.ll: Student Ethnic/Race Report by Ethnic/Race Code

Please specify the data element expected to be associated with this “Student Ethnic/Race Report by Ethnic/Race Code”. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

160.A.5.mm: Student Ethnic Race Report by Student

Please specify the data element expected to be associated with this “Student Ethnic Race Report by Student ”. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

161.A.5.nn: Ethnic Tallies by Grade

Please specify the data element expected to be associated with this “Ethnic Tallies by Grade” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

162.A.5.oo: Address List Sorted by Street

Please specify the data element expected to be associated with this “Address List Sorted by Street”. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

163.A.5.pp: Alpha List All Students Sorted by Grade Level

Please specify the data element expected to be associated with this “Alpha List All Students Sorted by Grade Level” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

164.A.5.qq: Alpha List by Guidance Counselor

Please specify the data element expected to be associated with this “Alpha List by Guidance Counselor” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

165.A.5.rr: Birthday List by Specified Month

Please specify the data element expected to be associated with this “Birthday List by Specified Month”. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

166.A.5.ss: Report of Ethnic Breakdown by Grade

Please specify the data element expected to be associated with this “Ethnic Breakdown by Grade” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

167.A.5.tt: Report on ethnic distribution

Please specify the data element expected to be associated with this “Ethnic Distribution” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

168.A.5.uu: Students Standard Data Report

Please specify the data element expected to be associated with this “Standard Student Data” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

169.A.5.vv: Student Address Labels

Please specify the data element expected to be associated with these “student address labels”. Please define the expected appearance/format of these labels. Please describe the expected user control options associated with these labels.

SDE Response: Refer to #148.

170.A.5.ww: Student Parking Sticker Report

Is the intent of this requirement to produce a report in the form of printed student parking stickers, or a paper report about the status of student parking stickers, or both? Please specify the data element expected to be associated with this “student parking sticker” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

171.A.5.xx: Emergency Contacts by Student Report

Please specify the data element expected to be associated with this “Emergency Contacts by Student” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #148.

172.A.5.yy: Student Locker Listing

Is this intended to be a stand-alone report drawing data from a small number of static fields or is it expected to be produced by a dynamic locker management tool? In either case, Please specify the data element expected to be included in this report. Please define the expected appearance/format of this “Student Locker Listing” report.

SDE Response: Refer to #148.

173.A.6.a: Allow for students with dual enrollments, home school and service school for students receiving services outside of their home school

Please list the specific data elements that are expected to be associated with this business process requirement and describe the expected format(s) and expected user control options.

SDE Response: See http://www.tennessee.gov/education/sm_menu.htm for detail on home school and service school.

174.A.6.b: Roll student’s demographic data from previous school year to the new school year and generate a “E” enrollment on first day of attendance for all returning students at their designated normal progression school (will not roll data at former school)

Please list the specific data elements that are expected to be associated with this “roll-over” process. Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this determination like “will not roll data at former school”. Please describe the expected user control and format options. Please describe the evaluation criteria and analysis process that will be used to determine compliance with this contractual requirement.

SDE Response: The roll-over data would include all student demographics and new grade assignment in order to begin scheduling a student.

175.A.6.e: Track student's school assignment, grade, reason for entry, assignment date, homeroom etc. “Et cetera” is an open-ended concept. Please make a specific list.

SDE Response: See http://www.tennessee.gov/education/sm_menu.htm for a list of all required data elements.

176.A.6.g: Warn or lock out enrollment of a student with active suspension or expulsion

Please define the decision tree associated with “warning or locking out enrollments”.

SDE Response: If a student is enrolling and the student already exists with an active suspension in any other school, then provide a warning message to the user and ask them if they want to proceed in enrollment.

177.A.6.h: Support automatic grade promotion process (i.e. from 4th grade to 5th grade) unless specifically marked in system to hold student back or student failed to fulfill requirements for next grade level.

Please list the specific data elements that are expected to be associated with “automatic grade promotion”. Please describe the business processes and work flow the system is expected to support. Please define the decision tree(s) that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: This is a year end process that should assume that the student is being promoted to the next grade unless otherwise indicated. The user should not have to individually update every student’s record.

178.A.6.i: Able to produce enrollment package (e.g. demographic information, class schedule)

Please define the business processes and decision tree(s) associated with “automatic grade promotion”. Please specify the data element expected to be associated with this “enrollment package”. Please define the expected appearance/format of this “enrollment package”. Please describe the expected user control options associated with this “enrollment package”.

SDE Response: The ability to provide the student with a printed copy of their demographic information and class schedule.

179.A.6.j: Report on primary school and additional school

Please specify the data element expected to be associated with this “primary school” report. Please define the expected appearance/format of this report.

SDE Response: A list of students and their primary school and service school is one exists.

180.A.6.k: Transfer student record from one school to another within the district. Carry forward user-defined information (ethnicity etc.) when a student is transferred from one school to another within the district. Please list the specific data elements that are expected to be associated with this “student record transfer” requirement and describe the expected format(s) and expected user control options. Please define the business processes associated with “inter district record transfer”.

SDE Response: Carry forward student demographics and grade assignments.

181.A.6.l: Track student withdrawal information (e.g. withdrawal reasons, withdrawal dates, comments etc.) Please describe the business processes and work flow the system is expected to support. Please list the specific data elements that are expected to be associated with “tracking student withdrawal” and precisely describe the expected format(s) and expected user control options.

SDE Response: The date and reason a student withdraws from school. For withdrawal codes, see http://www.tennessee.gov/education/sm_menu.htm

182.A.6.m: Cancel student withdrawal

Please describe the business processes and work flow associated with “canceling student withdrawal” including all dependent processes.

SDE Response: If a student has been withdrawn by mistake, then the withdrawal should be deleted rather than ended.

183.A.6.n: Reassign classes to student upon re-enrollment during the same school year

Please list the specific data elements that are expected to be associated with this requirement and describe the expected format(s) and expected user control options. Please define the business processes associated with “reassigning classes and re-enrolling students”.

SDE Response: A student’s previous schedule of classes should be used rather than having to set the schedule up again.

184.A.6.o: System should not allow student PIN Numbers to be re-assigned, assigned to more than one student. Please describe, in detail, precisely how PIN numbers are expected to be handled.

SDE Response: See student attendance handbook at <http://www.tennessee.gov/education/mpublications.htm>

185.A.6.p: Check transfer records for immunization and health record flags

Please list the specific data elements that are expected to be associated with this requirement and describe the expected format(s) and expected user control options. Please define the business processes associated with “checking transfer records”.

SDE Response: When a student transfers to another school, this information is carried forward. The system should notify the user if there are special circumstances indicated.

186.A.6.r: Ability to print list of transfer students

Please specify the data element expected to be associated with this “transfer student” report. Please define the expected appearance/format of this report.

SDE Response: Questions 186-198: The reports should be available for a district or a school and include student identifier information, enrollment information and associated data identified by the report type listed.

187.A.6.s.1: New Student Enrollment Report

Please specify the data element expected to be associated with this “new student enrollment” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #186.

188.A.6.s.2: Students Dropped from Enrollment Report

Please specify the data element expected to be associated with this “students dropped from enrollment” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #186.

189.A.6.s.3: Student Re-entered Report

Please specify the data element expected to be associated with this “students re-entered” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #186.

190.A.6.s.4: Report on inactive students showing their withdrawal information

Please specify the data element expected to be associated with this “inactive student report” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #186.

191.A.6.s.5: Enrollment Codes Report

Please specify the data element expected to be associated with this “enrollment codes” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #186.

192.A.6.s.6: Report on active students for a user specified time range

Please specify the data element expected to be associated with this “active student within time range” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #186.

193.A.6.s.7: Report on students withdrawn during a user specified time range by withdrawal codes

Please specify the data element expected to be associated with this “students withdrawing within time range” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #186.

194.A.6.s.8: Report on enrollment counts by enrollment codes

Please specify the data element expected to be associated with this “enrollment counts by enrollment codes” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #186.

195.A.6.s.9: Report on currently active students by school

Please specify the data element expected to be associated with this “currently active students by school” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #186.

196.A.6.s.10: Re-entry Codes Report

Please specify the data element expected to be associated with this “re-entry codes” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #186.

197.A.6.s.11: Withdrawal Codes Report

Please specify the data element expected to be associated with this “withdrawal codes” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #186.

198.A.6.s.12: Report of Age in Grade Level

Please specify the data element expected to be associated with this “age in grade level” report. Please define the expected appearance/format of this report.

SDE Response: Refer to #186.

199.A.7.a: Maintain centralized District Course Catalog (i.e. all class offerings district wide in a centralized catalog).

Please describe the business processes and work flow associated with “maintaining a district course catalog”. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: Each district should have a list of course numbers and names available for their schools.

200.A.7.b: Maintain credit weight by course in the District Course Catalog

Please list the specific data elements that are expected to be associated with “maintaining credit weight by course” and precisely describe the expected format(s) and expected user control options.

SDE Response: For each course, there should be a field to identify how many credits a student gets for taking the course.

201.A.7.c: Maintain whether a course can be taken pass/no pass in the District Course Catalog.

Please list the specific data elements that are expected to be associated with “pass/no pass designation” and precisely describe the expected format(s) and expected user control options.

SDE Response: A course can be taken with credit given only for passing. There is no point scale associated with the grade made in the class.

202.A.7.d: Add and inactivate courses from District Course Catalog.

Please describe the business processes and work flow of “adding and inactivating courses”. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: Ability to add new available courses in the district; ability to indicate that a course is no longer offered in the district.

203.A.7.f: Ability to add special courses which are not published but are in approved table for the school or District

Please describe the business processes and work flow associated with “adding but not publishing courses”. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: Ability to add courses that require special approval from the State.

204.A.7.h: Specify whether a course is offered in fall, spring, summer or a combination of the three

Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: Identify the semesters that a course is offered.

205.A.7.i: Specify whether a course is contained in the college core curriculum at the State, district and school level.

Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: An indicator on the course that it is contained in the college core curriculum.

206.A.7.j: Produce a course roster report

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: A listing of the course catalog for the district or school.

207.A.7.k: Allow each individual school to flag those courses in their Local Course Catalog which are available to all students district-wide (rather than available only to students within that school).

Please list the specific data elements that are expected to be associated with this “flagging” and precisely describe the expected format(s) and expected user control options.

SDE Response: An indicator that the course is available district-wide.

208.A.7.l: Produce personalized list of suggested course election for a student based on the course offerings, student’s graduation requirements, student’s special needs (e.g. Individual Education Plan, Bilingual/ELL etc.), credits earned on the student’s transcript, and student’s current schedule. The suggested course election should list only those courses available to the individual student. For areas where the student can choose between multiple courses, each course should be listed.

Please describe the business processes and work flow the complex system implied by this requirement are expected to support. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options. Please define the expected

appearance/format of printed reports associated with this complex system. Please describe the expected user control options associated with these reports. Please describe the evaluation criteria and analysis process that will be used to determine compliance with this complex contractual requirement.

SDE Response: A recommended schedule for a student based upon the courses and credits already taken by the student. The report format should be the same as the student enrollment package.

209.A.7.m: Provide for global course change/add/delete/replace on the suggested course elections based on global searches. The system should allow the user to select a group of students and make changes to the suggested course elections for all students within the selected group.

Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: For all students scheduled in a specific course number, change the course number to the newly identified course number for all students.

210.A.7.n: Specify student preferences for alternative electives (i.e. during scheduling, the system will attempt to schedule student with his or her first choice elective, but if not possible attempt to schedule for his or her second choice etc)

Please list the specific data elements that are expected to be associated with this contractual requirement. Please define the decision tree that will need to be followed to make this determination in the expected manner.

SDE Response: Students have identified course electives. When scheduling, attempt to schedule the student in their preferred electives prior to putting them in other elective courses.

211.A.7.o: Produce warning message when the user attempts to elect a course for a student that the student has already passed, even if the student passed only one semester of a two-semester course.

Please specify the data element expected to be associated with this online report. Please define the expected appearance/format of this online report. Will and ability to also generate a printout of this online report be expected?

SDE Response: This would be based on courses requested and courses already taken. The report should identify the course in question.

212.A.7.p: Produce warning message when the user attempts to elect a course for a student that the student is currently taking.

Please specify the data element expected to be associated with this online report. Please define the expected appearance/format of this online report. Will and ability to also generate a printout of this online report be expected?

SDE Response: This would be based on courses requested and courses currently scheduled.

213.A.7.q: Produce warning message when the user attempts to elect a course for a student that the student is ineligible to take or is missing prerequisite(s).

Please specify the data element expected to be associated with this online report. Please define the expected appearance/format of this online report. Will and ability to also generate a printout of this online report be expected?

SDE Response: This is based on courses requested and course prerequisites and the student's course of study.

214.A.7.r: Identify whether a course request on a student's course election requires special Ed service. The system will use this data to determine how many Special Ed sections are required and to schedule the student into a Special Ed section.

Please describe the business processes and work flow the complex system implied by this requirement are expected to support. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options. Please define the decision tree that will need to be followed to make this determination in the expected manner. Please define the expected appearance/format of printed reports associated with this complex system. Please describe the expected user control options associated with these reports. Please describe the evaluation criteria and analysis process that will be used to determine compliance with this complex contractual requirement.

SDE Response: For regular courses taken by Special Ed students that require additional classroom assistance.

215.A.7.s: Identify for each course request on a student's course election whether the student requires bilingual/ELL/alternative instruction. The system will use this data to determine how many bilingual/ELL/alternative instruction sections are required and to schedule the student into the appropriate section.

Please describe the business processes and work flow the complex system implied by this requirement are expected to support. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options. Please define the decision tree that will need to be followed to make this determination in the expected manner. Please define the expected appearance/format of printed reports associated with this complex system. Please describe the expected user control options associated with these reports. Please describe the evaluation criteria and analysis process that will be used to determine compliance with this complex contractual requirement.

SDE Response: For regular courses taken by certain students that require additional classroom assistance.

216.A.7.t: Ability to create a 4-year plan for student scheduling (University Track)

Please describe the business processes and work flow the complex system implied by this requirement are expected to support. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options. Please define and/all decision trees that will be followed to create this plan. Please define the expected appearance/format of printed reports associated with this complex system. Please describe the expected user control options associated with these reports. Please describe the evaluation criteria and analysis process that will be used to determine compliance with this complex contractual requirement.

SDE Response: For a 9th grade student who is college bound, project a 4 year schedule of required courses.

217.A.7.u: Provide online tally report to show the total number of course requests for each course updated real-time. Provide drill-down capability from the tally into the course elections that make up the tally. Please specify the data element expected to be associated with this online report. Please define the expected appearance/format of this online report. Will and ability to also generate a printout of this online report be expected?

SDE Response: A sum of requests for each course in the school's course catalog and ability to view the students who requested the course.

218.A.7.v: Automatically determine # of courses and sections required, based on course election.

Please describe the business processes and work flow the complex system implied by this requirement are expected to support. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options. Please define the decision tree that will need to be followed to make this determination in the expected manner. Please define the expected appearance/format of printed reports associated with this complex system. Please describe the expected user control options associated with these reports. Please describe the evaluation criteria and analysis process that will be used to determine compliance with this complex contractual requirement.

SDE Response: For the course, determine how many class sections are required to meet state class size requirements.

219.A.8.a: Maintain a list of schools and related data (e.g. school ID, address etc.)

"Et cetera" is an open-ended concept. Please make a specific list. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: School number, name, type, address, phone, principal and grade levels.

220.A.8.b: Maintain multiple school calendars for a school.

Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: To accommodate both a traditional schedule and a year round schedule that run concurrently at a single school.

221.A.8.c: Support different kinds of school calendars (including: 9 weeks, quarters, trimesters, and semesters, year-round).

Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: The calendar should allow for the schedules including 9 weeks, quarters, trimesters, semesters, and year-round.

222.A.8.d: Support different numbers of periods per day and week (i.e. 4 periods/day, 8 periods/day, rotating schedules etc.) The system should allow the user to define start and end times for periods by school calendars

Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: Identify periods by the days they occur on and the duration on those days, i.e. some periods may occur Monday/Wednesday/Friday for 1.5 hours, some periods may occur on Tuesday/Thursday for 2 hours, some may occur Monday-Friday for 1 hour.

223.A.8.h: Maintain a list of rooms by school related room information (type of room)

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Room number, room location, room type, room size.

224.A.8.j: Specify bilingual/ELL/Alternative language sections and the language of instruction for K-12

Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: For course sections that will be taught in a second language, identify the language.

225.A.8.k: Specify special Ed sections (i.e. types of special Ed service).

Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: For course sections that will require Special Ed accommodations, identify the type of services.

226.A.8.l: Ability to specify special Ed course codes with multiple grade levels

Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: Special Ed courses may serve multiple grade levels.

227.A.8.m: Set maximum number of subjects each teacher can teach. Each teacher can teach a predetermined number of classes. The system should allow the user to define on a teacher-by-teacher basis how many classes each teacher can teach.

Please list the specific data elements that are expected to be associated with this contractual requirement. Please define the decision tree that will need to be followed to make this determination in the expected manner.

SDE Response: For each teacher, allow for the maximum number of subjects to be entered.

228.A.8.n: Assign teachers to specific courses based on endorsements/certifications.

Please list the specific data elements that are expected to be associated with this contractual requirement. Please define the decision tree that will need to be followed to make this determination in the expected manner.

SDE Response: Teachers must have the correct certification and endorsements to teach a specific course.

229.A.8.o: Assign teachers to specific sections based on endorsements/certifications. (e.g. bilingual, ELL sections)

Please list the specific data elements that are expected to be associated with this contractual requirement. Please define the decision tree that will need to be followed to make this determination in the expected manner.

SDE Response: Teachers must have the correct certification and endorsements to teach a specific course section.

230.A.8.p: Assign multiple teachers to one section (i.e. team teaching). For example, an English I section may have an English teacher and a Special Ed teacher. The system should show both teachers on the master schedule and on the student programs.

SDE Response: As there were no questions asked in question 230, the State cannot respond.

231.A.8.q: Specify valid periods by courses or by section if applicable. Some periods defined in the system are only valid with certain courses. System must allow user to note what periods are valid with each course or section. If no values are assigned, the system should assume that the course could be taught during any period. This includes assigning valid lunch periods.

Please list the specific data elements that are expected to be associated with this contractual requirement. Please define the decision tree that will need to be followed to make this determination in the expected manner.

SDE Response: To limit the time of day that certain courses may be scheduled such as lunch and homeroom

232.A.8.r: Roll-over master schedule from previous year and make modifications if appropriate
Please list the specific data elements that are expected to be associated with “master schedule roll-over”. Please define the decision tree that will need to be followed to make this determination in the expected manner.

SDE Response: Carry over the previous year’s course sections and periods as a base starting point for the new year.

233.A.8.t: Facilitate block (multiple-period class meetings) scheduling. (i.e.. an English class might meet for two consecutive periods on Monday and Wednesday and Math class for two consecutive periods on Tuesday and Thursday rather than for a single period each day. For Fridays the blocked classes may meet one period each or meet alternating weeks for two periods each week) the system should support multiple period classes up to at least four consecutive periods as well as non-consecutive periods. The system should allow the user to specify which days in the cycle that the sections will meet.

SDE Response: As there were no questions asked in question 233, the State cannot respond.

234.A.8.x: Compare the number of course requests to seats provided on the master schedule (as determined by the total sections multiplied by the maximum number of seats per section).

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Determine if the sum of the students requesting a course is greater than the maximum class size for the course.

235.A.8.z: Sort master schedule according to any of the fields on the master schedule. Users should be able to print the master schedule according to how they have sorted it (i.e. type of credit, teacher, or students).

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: The master schedule should include all courses, sections, period offered, date range, maximum class size, teacher.

236.A.8.aa: Display district and school master course summaries

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Same as #235 but ordered by school.

237.A.9.b: Ability to prioritize scheduling of students based on graduation requirements.

Please list the specific data elements that are expected to be associated with this contractual requirement. Please define the decision tree that will need to be followed to make this determination in the expected manner.

SDE Response: Give priority to students nearing graduation.

238.A.9.c: System will allow scheduling priorities to be set based upon user defined criteria, including: grade level, graduation requirements, special course requirements, and predecessor course requirements.

“Including” is an open-ended concept because it implies “not limited to”. Please list the specific data elements that are expected to be associated with this contractual requirement. Please define the decision tree that will need to be followed to make this determination in the expected manner.

SDE Response: These are inclusive.

239.A.9.d: Assign students to particular sections.

Please list the specific data elements that are expected to be associated with this contractual requirement. Please define the decision tree that will need to be followed to make this determination in the expected manner.

SDE Response: Assign a student to a specific period that course section is offered.

240.A.9.e: Assign students to a specific teacher on a teaching team.

Please list the specific data elements that are expected to be associated with this contractual requirement. Please define the decision tree that will need to be followed to make this determination in the expected manner.

SDE Response: Course sections may be taught by multiple teachers in order to provide more assistance to students.

241.A.9.f: Ability to scan course requests.

The scope and technical feasibility of this contractual requirement requires further definition and investigation. Contractual requirement A.1.m states “No workstation client software or code, other than the browser, should be required to run the application”. The method by which an optical scanner might be driven by a Web browser needs further definition. Will this specific contractual requirement be satisfied if JAVA Web Start technology is employed to download up-to-date JAVA applets to Macintosh, PC, and Linux workstations in order to drive the scanners? If not, how does SDE propose this contractual requirement be met?

SDE Response: This has been deleted from the requirements. Pro forma contract section A.9.f is removed and attachment 9.3 is updated to reflect the change.

242.A.9.g: Freeze certain sections or courses during the master schedule build process

Please define the business processes associated with “freezing certain sections or courses”.

SDE Response: Do not allow any more students to be assigned to this course section.

243.A.9.h: Manually close a section so that no students can be scheduled into that section

Please define the business processes associated with “manually closing a section so no students can be scheduled”.

SDE Response: Allow the user to enter that a section is closed.

244.A.9.i: Provide mechanism to increase the likelihood that a section will fill (increase its priority).

Please define the business processes associated with “increasing the probability of filling a section”. Please define the decision tree(s) that the scheduling algorithm will be expected to support.

SDE Response: Allow the user to set a priority indicator on a course section/class.

245.A.9.j: Allow for pullout classes of different lengths than the standard duration, or the ability to change the class duration.

Please define the business processes associated with scheduling students into “pullout classes of different lengths”.

SDE Response: Refer to http://www.tennessee.gov/education/sm_menu.htm

246.A.9.k: Support section leveling equity based on number of students, gender, ethnicity, special Ed, etc.

Please define the decision tree associated with “section leveling” and list the decision factors (e.g.) in order of precedence.

SDE Response: Provide even distribution of subgroups for all course sections when possible.

247.A.9.l: Ability to notify the student’s home school of summer school grades and graduations.

Please list the specific data elements that are expected to be associated with this requirement and describe the expected format(s) and expected user control options. Please define the business processes associated with this notification.

SDE Response: Some students attend summer school at a location other than their primary/home school. The summer school must be able to provide grades and promotion data.

248.A.9.n: Allow the option of exceeding section maximums when this is the only way to avoid an irresolvable conflict. The system should allow the user to specify by how many or by percentage the system can exceed the section maximum. The system should issue an online warning that can be overridden when this occurs. In

contrast with the requirement that prevents section maximums from being exceeded during the proof and final runs, this requirement exists to ensure that a schedule can be produced for a student under any circumstances once school starts.

Please list the specific data elements that are expected to be associated with this requirement and describe the expected format(s) and expected user control options. Please define the decision trees that will be queried to make this complex process function as expected.

SDE Response: Allow for the class size requirements to be exceeded by the user entering the number or percentage by which the maximum can be exceeded.

249.A.9.o: Provide an on-screen report indicating section size maximum, seats filled, and seats remaining by section.

Please specify the data element expected to be associated with this online report. Please define the expected appearance/format of this online report. Will and ability to also generate a printout of this online report be expected?

SDE Response: The report should include the identified information by course section. The ability to print a webpage is built in to the browser.

250.A.9.p: Produce an on-screen conflict matrix without printing a report. The system should also allow the user to drill down into the count to see the names of each student requesting the conflicting courses.

Please specify the data element expected to be associated with this “online conflict matrix report”. Please define the expected appearance/format of this online report. Will and ability to also generate a printout of this online report be expected?

SDE Response: Conflict matrix includes students who are scheduled in two course sections that occur at the same time or courses where the maximum class size is exceeded. No report is printed.

251.A.9.q: Provide conflict matrix of each student with irresolvable conflicts, indicating all courses elected and corresponding master schedule class possibilities, and flag master schedule classes that are filled.

Please list the specific data elements that are expected to be associated with this “conflict matrix” requirement and describe the expected format(s) and expected user control options.

SDE Response: Conflict matrix should be for students who are not yet fully scheduled.

252.A.9.r: Roll data for next year’s scheduling purposes and ability to update new or changed data. Ability to delete students who withdraw prior to the last day of school from the rolled data.

Please list the specific data elements that are expected to be associated with this “roll-over” requirement and describe the expected format(s) and expected user control options.

SDE Response: Scheduling is done prior to the start of the school year. Students who enroll or withdraw after the new school year’s schedule is set must be updated.

253.A.9.s: Allow minute by minute scheduling of students.

Please list the specific data elements that are expected to be associated with this “minute by minute” scheduling requirement and describe the expected format(s) and expected user control options. Please define the business processes associated with “minute by minute scheduling”.

SDE Response: The course sections have a duration in minutes.

254.A.9.t: See open classrooms information for each period online (i.e. classrooms unoccupied, number of seats open in each period, etc.)

“Et cetera” is an open-ended concept. Please make a specific list. Please specify the data elements expected to be associated with this online “open classroom” report. Please define the expected appearance/format of this online report. Will and ability to also generate a printout of this online report be expected? Please describe the evaluation criteria that will be used to determine compliance with this contractual requirement.

SDE Response: Remove the “etc”. Any web page can be printed via the web browser capability.

255.A.9.u: See on-screen and print report by room number of all sections scheduled into each room on the master schedule. For combined sections, both sections should be printed.

Please specify the data elements expected to be associated with this online “master schedule by room and section” report. Please define the expected appearance/format of this online report. Please describe the evaluation criteria that will be used to determine compliance with this contractual requirement.

SDE Response: Report should include room number, period, course section(s) scheduled.

256.A.9.v: Provide online, real-time access to all queries and reports related to master scheduling at each school (i.e. individual schools should be able to run master schedule build and print schedule master at own sites).

Please describe the expected user control options associated with this requirement. Please describe the evaluation criteria that will be used to determine compliance with this contractual requirement.

SDE Response: Access is provided by user role. A school user should be able to view and run their own master schedule.

257.A.9.w: Assign book to courses (I.e., title of text adopted for course)

Please list the specific data elements that are expected to be associated with this requirement and describe the expected format(s) and expected user control options. Please define the business processes associated with “reassigning classes and re-enrolling students”.

SDE Response: For each course, identify the textbook(s) to be used. The last question “reassigning classes and re-enrolling students” has no relevance here.

258.A.10.a: Purge all versions of the master schedule except for the one used for final run (i.e. keeping "what if" queries and revert to a prior version if newer scenario does not produce better success percentage)

Please list the specific data elements that are expected to be associated with “purging the master schedule archive”. Please define the business processes associated with this requirement. Why do these scheduling trials need to be erased?

SDE Response: Retain multiple versions of master schedules created until a version is selected as the final version. All versions other than the final can be deleted after selection.

259.A.10.b: Custom design layout of the student schedules, detailing the courses and sections each student will be taking for each period per cycle day.

Please specify the data element expected to be included in this report.

SDE Response: Student name, courses, sections, period, day.

260.A.10.c: Custom design layout of the teacher schedules, detailing the courses and sections each teacher will be teaching for each period per cycle day.

Please specify the data elements expected to be included in this report.

SDE Response: Teacher, courses, sections, period, day.

261.A.10.d: Produce class rosters based on subject, course, teacher, or student language category

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Course section, period, teacher, students, #ELL.

262.A.10.e: Report on those students who are enrolled at a school without valid schedules.

Please describe the attributes of an “invalid schedule”. Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: A student who is unresolved from the conflict matrix in A.9.q

263.A.10.f: Provide for global course change/add/delete/replace on student schedules based on global searches. The system should allow the user to select a group of students and make changes to the student schedules for all students within the selected group.

Please list the specific data elements that are expected to be associated with “global course modifications on student schedules”. Please describe the business processes associated with this requirement. Please describe the expected user control options .

SDE Response: For all student schedules with specific course number, allow for replacement of that course number on all schedules.

264.A.10.g: Maintain an audit trail/change log that specifies the time stamp, user, and program when changes are made to an individual student schedule. The system should also track reason for the change.

Please list the specific data elements that are expected to be logged to create this “audit trail”.

SDE Response: Log should identify user that updated the schedule and when.

265.A.10.h: Automatically remove the student from all of his/her scheduled classes and reduce the class sizes, as well as create teacher notifications when student is withdrawn from a school.

Please define the business processes associated with “automatic student removal”. Please define the decision trees necessary to ensure the system produces the expected results when this operation is invoked. Please describe the expected user control options .

SDE Response: When the enrollment is set to withdrawn, then programmatically set the end-date on all student class assignments.

266.A.10.i: Change teacher’s grade and attendance books and class roster for both the old and the new course and section assignments when changing a course on a student schedule

Please precisely describe the “changes” that are required.

SDE Response: When a student’s current class assignment is ended, the student should no longer remain on the rosters. When a student’s current class assignment is begun, the student should appear on the teacher’s roster.

267.A.10.j: Recall the last valid schedule for a student if a student who transferred out of a school or was marked as No Show comes back to the school during the same school year. The system should allow the user to reschedule the student into those courses on the last valid schedule, if class size allows.

Please describe the expected user control options.

SDE Response: When a student transfers from a school or is a “no show” and returns to the same school during the school year, the last available student schedule should be used rather than rescheduling the student.

268.A.10.l: Check that minimum criteria (i.e. passing grade) for pre-requisite class is fulfilled before allowing enrollment to dependent class

Please describe the business processes associated with this requirement. Please describe the expected user control options. Please define the decision trees required to make the system perform in the manner expected. .

SDE Response: A student must have passed all prerequisite courses prior to enrolling in a course.

269.A.10.m: Schedule "walk-in" or transfer students manually

Please list the specific data elements that are expected to be associated with “walk in scheduling”. Please describe the business processes associated with this requirement. Please describe the expected user control options.

SDE Response: The user can select the individual course and sections for a student.

270.A.10.n: Weight Special Ed students when counting students in class size limit (i.e. SE student equals 1.5, 2.0, other user defined criteria)

Please list the specific data elements that are expected to be associated with “special education student weighting”.

SDE Response: For students with a Special Ed option and are scheduled in a course section, account for district defined weight.

271.A.10.o: Ability to schedule before / after school classes (prior to 1st period or after last period)

Please describe the business processes associated with “before and after school scheduling”. Please describe the expected user control option .

SDE Response: Some classes begin prior to period 1 or end after the last period of the regular school day. Allow for scheduling to correctly reflect actual time.

272.A.10.p: Ability to flag any or all class record types by local class number to be extracted for upload to EIS even when no changes have been made to the class data

If integrated information interchange between SIS and EIS is not deployed, please describe the business processes associated with “flagging class records for upload”. Please describe the expected user control options.

SDE Response: Ability to indicate the data should be resent to EIS regardless of whether any changes have been made or not.

273.A.10.q: Student Schedule

This contractual requirement requires more complete definition. Please describe what was intended to be required here.

SDE Response: Print a final class schedule for a student(s).

274.A.11.e: Require teacher verification that attendance has been taken.

Please describe the “teacher verification” business processes and work flow the system is expected to support.

Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: Provide a verification field the teacher must enter to ensure they were finished with taking attendance.

275.A.11.g: Ability to scan attendance

The scope and technical feasibility of this contractual requirement requires further definition and investigation.

Contractual requirement A.1.m states “No workstation client software or code, other than the browser, should be required to run the application”. The method by which an optical scanner might be driven by a Web browser needs further definition. Will this specific contractual requirement be satisfied if JAVA Web Start technology is employed to download up-to-date JAVA applets to Macintosh, PC, and Linux workstations in order to drive the scanners? If not, how does SDE propose this contractual requirement be met?

SDE Response: This item is removed. The pro forma contract A.11.g is removed and attachment 9.3 is updated.

276.A.11.j: Ability to track attendance, period by period, from service school to primary school.

Please provide a definition of “service school” and the business process associated with this particular tracking.

SDE Response: A “service school” is the school at which a student receives classroom instruction at a location other than their home school. Attendance must be reported to the home school.

277.A.11.l: Ability to generate a letter of absences to parents.

Please specify the data element expected to be associated with these “absence letters”. Please define the expected appearance/format of this report.

SDE Response: The attendance code is used to indicate absences. If a student is absent more than a defined number of days, generate a letter(s) to the parent/guardian.

278.A.11.m: Track tardy (excused, unexcused and time in).

Please list the specific data elements that are expected to be associated with “tardy tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: The class attendance code and time-in.

279.A.11.n: Ability to print 5/10 day letters automatically or manually (switch).

Please list the specific data elements that are expected to be associated with “5/10 day letters”. Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options. Please describe the evaluation criteria and analysis process that will be used to determine compliance with this contractual requirement.

SDE Response: The attendance code is used to indicate absences. The letters are based on 5/10 day consecutive instructional day absences.

280.A.11.q: Maintain students' absence history. The system should allow the users to specify how much historical data needs to be maintained (i.e. at least two years etc.)

Please list the specific data elements that are expected to be associated with “student absence history”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user

control and format options. Please describe the evaluation criteria and analysis process that will be used to determine compliance with this contractual requirement.

SDE Response: The daily attendance code for a student.

281.A.11.u: When a student transfers schools or courses, attendance information is still available.

Please describe the business processes and work flow the system is expected to support during “student transfer”.

Please describe the expected user control and format options.

SDE Response: When a student transfers, the new school should still be able to view the student’s attendance information from the ‘old’ school.

282.A.11.v: Flag students with different levels of attendance problems

Please specify the expected format of this flag. Please describe the business process by which it will be set and revoked. Is the right to view/access to this flag expected to be incorporated into the object-based security model to ensure FERPA compliance?

SDE Response: Provide an indicator and a description to identify the type of problem.

283.A.11.w: Track attendance records and history of students with different levels of attendance problems to social workers

Please list the specific data elements that are expected to be associated with “tracking problematic attendance records to social workers”. Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this determination in the expected manner.

Please describe the expected user control and format options.

SDE Response: The data elements in A.11.v are used to track this.

284.A.11.x: Ability for Districts to set up criteria for perfect attendance.

Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Provide a district level field to indicate number of allowed absences that do not impact perfect attendance.

285.A.11.y: Record information of students to Truancy Center (white card information)

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options. Please describe the evaluation criteria and analysis process that will be used to determine compliance with this contractual requirement.

SDE Response: Provide list of students who have missed a defined number of days and are now considered truant.

286.A.11.z: Maintain attendance totals historically by student

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Attendance records by student are part of the historical information to be retained.

287.A.11.aa: Track early dismissal including reason and time dismissed

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Provide an attendance field to indicate early dismissal and time dismissed.

288.A.11.bb: Track homebound students

Please list the specific data elements that are expected to be associated with “tracking homebound students”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: An indicator that a student is homebound.

289.A.11.cc: Allow for Special Ed students to be fully serviced at another location other than the home school.

Please list the specific data elements that are expected to be associated with “tracking the service of special education students at non-home school locations”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Identify the service school for the student.

290.A.11.dd: Ability to track total class minutes for a student that is in and out of school during the day to determine if he is considered present for the school day.

Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make the “considered present” determination in the expected manner. Please describe the expected user control and format options.

SDE Response: See attendance manual at <http://www.tennessee.gov/education/mpublications.htm>

291.A.11.ee: Automatically notify appropriate recipients when a student reaches a user-specified number of absence (erg. 10 unexcused school days)

Please list the specific data elements that are expected to be associated with “automatic attendance notification”. Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Based on consecutive absence codes, provide the user the ability to list all students that meet this criteria.

292.A.11.ff: Generate Absence Letters based on a user-defined number of absences. (e.g. 10 unexcused school days)

Please specify the data element expected to be associated with this “Absence letter” report. Please define the expected appearance/format of this report.

SDE Response: Allow user to identify number of absences, consecutive or non-consecutive, for a school year.

293.A.11.gg: Query students with more than user specified consecutive unexcused absent school days or periods

Please specify the data element expected to be associated with this “consecutive unexcused absences” report. Please define the expected appearance/format of this report.

SDE Response: The attendance codes.

294.A.11.hh: Report student attendance by teacher, student demographics, semester, language category, etc.

Please specify the data element expected to be associated with this “student attendance” report. Please define the expected appearance/format of this report.

SDE Response: The attendance codes.

295.A.11.ii: Notify Student Services when students under 18 are non-compliant with attendance policy

Please list the specific data elements that are expected to be associated with “student services non-compliance attendance reporting”. Please describe the business processes and work flow the system is expected to support.

Please define the decision tree that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: The attendance codes.

296.A.11.jj: Notify Tenn. Dept of Safety (DoS) when students under 18 are non-compliant with attendance policy or passing grades are not achieved. Generate document/form for DoS.

Please list the specific data elements that are expected to be associated with “attendance non-compliance reporting to Tennessee Department of Safety”. Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: The attendance codes.

297.A.11.kk: Notify Tenn. Dept of Safety when students under 18 are back in compliance with attendance policy or passing grades are achieved. Generate document/form for DoS.

Please list the specific data elements that are expected to be associated with “return to attendance compliance reporting to Tennessee Department of Safety”. Please describe the business processes and work flow the system is

expected to support. Please define the decision tree that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: If the student is in compliance with attendance or the student is making passing grades now, then generate a report to be provided to the Dept. of Safety.

298.A.11.11.1: Absentees by Homeroom Report

Please specify the data element expected to be associated with this “Absentees by homeroom” report. Please define the expected appearance/format of this report.

SDE Response: The attendance code and the student’s homeroom.

299.A.11.11.1: Absentee Report

Please specify the data element expected to be associated with this “Absentee” report. Please define the expected appearance/format of this report.

SDE Response: A daily list of absentees based on the attendance codes.

300.A.11.11.1: Phone Master Absentee Report

Please specify the data element expected to be associated with this “Phone Master Absentee” report. Is the report literally intended to support only Phone Master auto-dialers or is this report expected to be configurable and able to support many different types of auto-dialers? Please define the expected appearance/format of this report.

SDE Response: A list of the parental/guardian names and phone number for absentees.

301.A.11.11.1: Student Attendance Report

Please specify the data element expected to be associated with this “Student attendance” report. Please define the expected appearance/format of this report.

SDE Response: A list of students and their absences.

302.A.11.11.1: Absentee Codes

Please specify the data element expected to be associated with this “Absentee codes” report. Please define the expected appearance/format of this report.

SDE Response: A valid list, maintainable at the district, of absentee codes and descriptions.

303.A.11.11.1: Manual Attendance Roster

Please specify the data element expected to be associated with this “Manual attendance roster” report. Please define the expected appearance/format of this report.

SDE Response: A list of students by class to allow a teacher to manually take attendance rather than on-line.

304.A.11.11.1: Students not in Attendance Report

Please specify the data element expected to be associated with this “Students not in attendance” report. Please define the expected appearance/format of this report.

SDE Response: Same as #299.

305.A.11.11.1: Count of Students in First Period Classes Report

Please specify the data element expected to be associated with this “Count of Students in First Period Classes” report. Please define the expected appearance/format of this report.

SDE Response: A count of students scheduled to be in first period class.

306.A.11.11.1: Actual Enrollment Count Sorted by Course Code and Period

Please specify the data element expected to be associated with this “Actual Enrollment Count Sorted by Course Code and Period ” report. Please define the expected appearance/format of this report.

SDE Response: The number of students in each course by period.

307.A.11.11.1: Attendance: Perfect Attendance Report

Please specify the data element expected to be associated with this “Perfect Attendance Report” report. Please define the expected appearance/format of this report.

SDE Response: Based on attendance code and any district defined attendance rules, a list of all students with perfect attendance to date for a school year.

308.A.11.11.1: Attendance: Excessive Absences Report

Please specify the data element expected to be associated with this “Excessive Absences Report” report. Please define the expected appearance/format of this report.

SDE Response: The attendance code and the number of consecutive absences.

309.A.11.11.1: Attendance: End of Fourth Marking Period Report

Please specify the data element expected to be associated with this “End of Fourth Marking Period Report” report. Please define the expected appearance/format of this report.

SDE Response: A count of students present at the end of the fourth period of the day.

310.A.11.11.1: Daily Attendance Report

Please specify the data element expected to be associated with this “Daily Attendance” report. Please define the expected appearance/format of this report.

SDE Response: For a select day, list students who were absent.

311.A.11.11.1: Perfect Attendance Whole Year

Please specify the data element expected to be associated with this “Perfect Attendance Whole Year” report. Please define the expected appearance/format of this report.

SDE Response: Same as #307 but is a year-end report.

312.A.11.11.1: Twenty Day Absentee Report

Please specify the data element expected to be associated with this “Twenty Day Absentee” report. Please define the expected appearance/format of this report.

SDE Response: For a 20 day reporting period, list the students who were absent more than a half day.

313.A.11.11.1: Twenty Day Attendance Report by First Period

Please specify the data element expected to be associated with this “Twenty Day Attendance Report by First Period” report. Please define the expected appearance/format of this report.

SDE Response: For a 20 day reporting period, list the students who were absent during the 1st period of the day.

314.A.11.11.1: Attendance All Classes Report

Please specify the data element expected to be associated with this “Attendance All Classes” report. Please define the expected appearance/format of this report.

SDE Response: For a given day, the number of students present and absent by class.

315.A.11.11.1: Report of Attendance: Aggregate/Averages

Please specify the data element expected to be associated with this “Attendance: Aggregate/Averages” report. Please define the expected appearance/format of this report.

SDE Response: This item was removed from the requirements and deleted from the pro forma contract section A.11.11.1 and attachment 9.3.

316.A.11.11.1: Compulsory Attendance Program Report

Please specify the data element expected to be associated with this “Compulsory Attendance Program” report. Please define the expected appearance/format of this report.

SDE Response: This item was removed from the requirements and deleted from the pro forma contract section A.11.11.1 and attachment 9.3.

317.A.12.a: Specify grades per class (i.e. numeric and alpha, Incomplete, Passing, No Grade, Withdrawn, etc.)

Please list the specific data elements that are expected to be associated with “specification of grades per class”. Please describe the expected user control and format options.

SDE Response: The student’s grade in a specific class.

318.A.12.b: Specify qualitative grades for Elementary students (i.e. Observations).

Please list the specific data elements that are expected to be associated with “qualitative grades”. Please describe the expected user control and format options.

SDE Response: Allow teacher to enter comments about a specific student.

319.A.12.c: Specify Honors if applicable

Please list the specific data elements that are expected to be associated with “honors specification”. Please describe the business processes and work flow the system is expected to support. If applicable, please define the decision tree that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Allow teacher to indicate if a student is an honors student.

320.A.12.d: Specify Honor Roll requirements per grade level

Please list the specific data elements that are expected to be associated with “specification of honor roll by grade level”. Please describe the expected user control and format options.

SDE Response: Each district should be able to identify honor roll requirements for each grade level.

321.A.12.f: Identify all attempted courses

Please list the specific data elements that are expected to be associated with “identification of attempted courses”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Keep all course data for a student, with outcomes.

322.A.12.g: Identify courses taken during Summer Sessions

Please list the specific data elements that are expected to be associated with “summer session course identification”. Please describe the expected user control and format options.

SDE Response: Courses will be designated as summer semester courses.

323.A.12.h: Specify and maintain transfer credit (i.e. credits earned from out of district schools).

Please list the specific data elements that are expected to be associated with “specifying and maintaining transfer credit”. Please describe the business processes and work flow the system is expected to support. If applicable, please define the decision tree(s) that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: An indicator that the credit was earned from out of district.

324.A.12.j: Show the district and school from which transfer credits were accepted and include in the student’s transcript.

Please list the specific data elements that are expected to be associated with “accepting transfer credits”. Please describe the expected user control and format options.

SDE Response: The district and school form which the transfer credit was earned.

325.A.12.k: Allow the teacher class report to follow a student when assigned to another teacher.

Please specify the data element expected to be associated with this “class report”. Please define the expected appearance/format of this report. Please describe the expected user control options associated with this report (including how it will be passed between teachers).

SDE Response: A list of all students assigned to a teacher’s class.

326.A.12.l: Provide multiple data entry tools for grade marking (e.g. online, bubble sheets, spreadsheets etc.)

The scope and technical feasibility of this contractual requirement requires further definition and investigation. Contractual requirement A.1.m states “No workstation client software or code, other than the browser, should be required to run the application”. The method by which an optical scanner (implied by “bubble sheets”) might be driven by a Web browser needs further definition. Will this specific contractual requirement be satisfied if JAVA Web Start technology is employed to download up-to-date JAVA applets to Macintosh, PC, and Linux workstations in order to drive the scanners? If not, how does SDE propose this contractual requirement be met?

SDE Response: The SSMS should provide for on-line entry by each teacher but allow for bulk entry from other documents schools may utilize.

327.A.12.m: Ability to update grade book and submit when complete.

Please list the specific data elements that are expected to be associated with “grade book update and submission”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Allow a teacher to update the student grades and indicate when finalized for others to view the grades.

328.A.12.n: Approved personnel can modify grades (for an active student, the student's current school is the keeper for the student record and for an inactive student, the student's most recently attended district school is the keeper of the student record).

Please the “grade modification” business processes and work flow that the system is expected to support. Please describe the expected user control and format options.

SDE Response: After grades are finalized by the teacher, a school principal user may modify the grades.

329.A.12.o.3: Ability to identify GPA scale to be used. (Long Avg., etc.)

“Et cetera is an open-ended concept. Please list the specific data elements that are expected to be associated with “GPA scale identification”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Ability to use the common GPA scales of a 4 point scale, a 5 point scale and a long average.

330.A.12.o.6: Ability to specify rounding rules for GPA calculations.

Please describe the business process associated with “rounding GPA calculations” that the system is expected to support. Please define the “rounding rules” that must be available for user selection. Please describe the expected user control and format options.

SDE Response: Define the number of decimal points and where rounding or truncating should occur.

331.A.12.o.9: Calculate unweighted GPA using 4.0 point system in the college core curriculum.

Please list the specific data elements that are expected to be associated with “college core curriculum GPA”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: The course code catalog indicates which courses are part of the college core curriculum.

332.A.12.q: Calculate cumulative class ranking based on cumulative GPA, earned credit and # of years in district. Please state the mathematical formula the system must follow to produce the expected multiple-factor “cumulative class ranking”. Please describe the expected user control and format options.

SDE Response: Cumulative class ranking is by grade level; a listing of students in order by GPA.

Cumulative GPA = sum of grade points for a course times credits for the course divided by total credits. The report will also show total credits earned and years in district.

333.A.12.r: Customize elementary report cards based on grade level

Please list the specific data elements that are expected to be associated with “custom elementary report cards”. Please describe the format templates that are expected to be available to form designers. Please describe the expected user control and format options.

SDE Response: The student information and the grades being given and comments.

334.A.12.w: Compile teacher grade analysis for individual assignments

Please list the specific data elements that are expected to be associated with “compiling teacher grade analysis for individual assignments”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: For each assignment given to students, allow teacher to enter the grade for each student and view average grade for all students.

335.A.12.y: Sort classes by name, gender, ethnicity, and student number

If this requirement means something other than “sort class reports by name, gender, ethnicity, and student number, please describe the business process associated with “sorting classes”. In any event, please describe the expected user control and format options.

SDE Response: List classes and allow to sort on any identified field.

336.A.12.bb: Allow teacher to mark an assignment as exempt for a particular student

Please describe the business process of “assignment exemption”. Please define the behavior the system is expected to manifest when “an assignment has been exempted”. Please describe the expected user control and format options.

SDE Response: An exempt assignment indicated this assignment is not included in calculating the student’s grade.

337.A.12.cc: Allow for extra credit

Please describe the business process of “extra credit allowance”. Please define the behavior the system is expected to manifest when “extra credit has been allowed”. Please describe the expected user control and format options.

SDE Response: Allow additional assignments for a student to be given extra credit toward their final grade.

338.A.12.ee.1: Allow additional room for comments about grades to be entered

Can this requirement be interpreted to mean “allow free form text comments in addition to or in place of comments selected from a list”? Please describe the expected user control and format options.

SDE Response: A free form text comments in addition to a list.

339.A.12.gg: Allow flexibility to change grades, averages and drop grades

For some users, an SIS of this complexity will offer no flexibility for security reasons...for others it will offer “complete flexibility”. Please describe the business processes and role-based work flow this requirement is intended to specify. Please describe the expected user control and format options.

SDE Response: The teacher role or higher will have the ability to make these changes.

340.A.12.hh: Allow flexibility on report card format and data

Please list the specific data elements that are expected to be associated with “flexible report cards”. Please describe the format templates that are expected to be available to form designers. Please describe the expected user control and format options.

SDE Response: The vendor is required to determine the appearance of the reports, notices or other specific items required by the RFP. The State is seeking a vendor whose software can generate the requested reports, notices or items given the content requested.

341.A.12.ii: Ability to set sort flags for report card distribution

Please describe the “report card sorting and distribution” business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

342.A.12.II: Ability to scan grades

The scope and technical feasibility of this contractual requirement requires further definition and investigation. Contractual requirement A.1.m states “No workstation client software or code, other than the browser, should be required to run the application”. The method by which an optical scanner might be driven by a Web browser needs further definition. Will this specific contractual requirement be satisfied if JAVA Web Start technology is employed to download up-to-date JAVA applets to Macintosh, PC, and Linux workstations in order to drive the scanners? If not, how does SDE propose this contractual requirement be met?

SDE Response: This has been deleted from the requirements. Pro forma contract section A.12.II is removed and attachment 9.3 is updated to reflect the change.

343.A.12.nn.1: Generate Progress Reports on-demand for one student or entire class of students.

Please specify the data element expected to be associated with “progress reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

344.A.12.nn.2: Generate Deficiency Reports on-demand for one student or entire class of students.

Please specify the data element expected to be associated with “deficiency reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

345.A.12.nn.3: Generate Grade Reports for user-specified grade reporting period (e.g. a grade report may include 9 week progress, final exam grade and final course grade)

Please specify the data element expected to be associated with “grade reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

346.A.12.nn.4: Generate reports for failing students in order to properly notify and verify with student's parents/guardians.

Please specify the data element expected to be associated with “failing student reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

347.A.12.nn.5: Create grade reports by student and class for individual assignments

Please specify the data element expected to be associated with “individual assignment reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

348.A.12.nn.6: Report of Students-GPA

Please specify the data element expected to be associated with “student GPA reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

349.A.12.nn.7: Grade Type Listing by Category

Please specify the data element expected to be associated with “grade type by category reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

350.A.12.nn.8: Grade Type Listing by Type

Please specify the data element expected to be associated with “grade type by type reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

351.A.12.nn.9: Grade Code List by Code

Please specify the data element expected to be associated with “grade code by code reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

352.A.12.nn.10: Honor Roll Criteria Report

Please specify the data element expected to be associated with “honor roll criteria reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

353.A.12.nn.11: Grade Verification Report

Please specify the data element expected to be associated with “grade verification reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

354.A.12.nn.12: Report of Students Missing Grades

Please specify the data element expected to be associated with “missing grades reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

355.A.12.nn.13: Alphabetic Honor Roll List

Please specify the data element expected to be associated with “alphabetic honor roll reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

356.A.12.nn.14: Class Rank Report by Class

Please specify the data element expected to be associated with “class rank by class reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

357.A.12.nn.15: Semester Grade Roster

Please specify the data element expected to be associated with “semester grade rosters”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

358.A.12.nn.16: Tally of Grades by Instructor

Please specify the data element expected to be associated with “tallies of grades by instructor reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

359.A.12.nn.17: Transcript Reports

Please specify the data element expected to be associated with “transcript reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

360.A.12.nn.18: Class Rank List Sorted by GPA Order

Please specify the data element expected to be associated with “class rank by GPA reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

361.A.12.nn.19: Failure Letter Fourth Marking Period

Please specify the data element expected to be associated with “failure letters”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

362.A.12.nn.20: Failure Lists First Semester- Produce Report Cards

Please specify the data element expected to be associated with “failure list reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

363.A.12.nn.21: Produce Report Card Verification Sheet

Please specify the data element expected to be associated with “report card verification sheets”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

364.A.12.oo: Produce Transcript Labels

Please specify the data element expected to be associated with “transcript labels”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

365.A.12.pp: Produce letters to the parent giving notification of courses the student is in danger of failing

Please specify the data element expected to be associated with these “parent notification letters”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

366.A.12.qq: Produce Transcripts showing course, course location, subject, grade, credit, Honors, Repeated Course, Summer Session, class rank, cumulative GPA, semester GPA, earned credit, credit analysis and results by year (grade) by student. Print Unofficial Transcripts and Official Transcripts by student, by grade or by school. Please specify the data element expected to be associated with these “transcripts”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

367.A.12.rr: Produce Report Cards for Students

Please specify the data element expected to be associated with these “report cards” Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

368.A.13.a: Track whether a student graduated (Y, N, or blank), diploma received (Y or N), and future plans (i.e. 2-year college, 4-year, etc.)

Please list the specific data elements that are expected to be associated with “graduation tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

369.A.13.b: Specify overall credit requirements by subject by grade for graduation.

Please list the specific data elements that are expected to be associated with “overall credit requirement specification”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

370.A.13.c: Specify credit requirements by subject by grade.

Please list the specific data elements that are expected to be associated with “specifying credit requirements by subject by grade”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

371.A.13.f: Ability to specify diploma type by student (Regular, Special Education, GED).

Please describe the business process and work flow associated with “diploma type specification”. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

372.A.13.h: Track early withdraw code vs. early withdraw for GED graduates.

Please list the specific data elements that are expected to be associated with “early withdrawal tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

373.A.13.i: Specify calculation of total earned credits. (i.e. total earn credits calculation is based on the sum of the credit weighting for all applicable courses).

Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

374.A.13.j: Track student progress towards graduation (i.e. credit analysis - credit required, credit obtained and credit remaining).

Please list the specific data elements that are expected to be associated with “tracking graduation progress”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

375.A.13.k: Track English and Spanish versions of Tennessee High School Competency Exam results (i.e. Composition, Language Arts, Reading, Mathematics, Social Studies, Science)

Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

376. A.13.l: Allow for individual course waivers

Please describe the business processes and work flow associated with “granting individual course waivers”. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

377. A.13.m: Verify that credits and attendance are achieved in order to fulfill graduation or promotion requirement

Please list the specific data elements that are expected to be associated with “credit and attendance verification”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

378. A.13.n: Create scholarship warnings Report

Please specify the data element expected to be associated with “scholarship warning reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

379. A.13.o: Produce honor roll and Straight "A" letters

Please specify the data element expected to be associated with “honor roll and straight-A reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

380. A.13.p: Students by Degree Type Report

Please specify the data element expected to be associated with “student degree type reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

381. A.13.q: Students by Graduation Year Report

Please specify the data element expected to be associated with “student graduation year reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

382. A.14.a: Import test results for tests including, but not limited to, TerraNova, Reading Assessment (English and Spanish), Writing Assessment, National Assessment of Education Progress (NAEP), High school Competency Exam, Gateway, et al.

Please list the specific data elements that are expected to be associated with “maintenance of testing and assessment”. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

383. A.14.b: Gateway weighting to include verification that attendance and credits are achieved in order to fulfill promotion or graduation requirements.

Please list the specific data elements that are expected to be associated with “gateway weighting”. Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

384. A.14.c: Ability to upload test results for TerraNova at State level, not at districts or schools.

Please list the specific data elements that are expected to be associated with “TerraNova uploads”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

385. A.14.d: Ability to pull faculty and student data from SDE database for State testing.
If integrated information interchange between SIS and EIS is not deployed, please list the specific data elements that are expected to be associated with “pulling faculty and student data”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.
SDE Response: Refer to answer to question #340.

386. A.14.e: Track in-house developed tests
Please list the specific data elements that are expected to be associated with “in-house developed test tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.
SDE Response: Refer to answer to question #340.

387. A.14.f: Analyze improvement/progression for students and programs. The system should facilitate analysis for a single student, grade, school, cluster, program, or English proficiency category.
Please list the specific data elements that are expected to be associated with “improvement analysis”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.
SDE Response: Refer to answer to question #340.

388. A.14.g: Change as assessment requirements change (i.e. a new test is developed and results need to be tracked)
Please describe the business processes and work flow the system is expected to support vis-a-vis “changing assessment requirements”. Please describe the expected user control and format options.
SDE Response: Refer to answer to question #340.

389. A.14.h: Maintain test and assessment history
Please list the specific data elements that are expected to be associated with “test and assessment history maintenance”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.
SDE Response: Refer to answer to question #340.

390. A.14.i: Set exclusion flags on students who may be excluded from having to pass a course or test
Please specify the expected format of this “test exclusion flag”. Please describe the business process by which it will be set and revoked.
SDE Response: Refer to answer to question #340.

391. A.14.j: Provide ‘Free and Reduced Lunch’ indicator for testing
Please specify the expected format of “free and reduced indicator”. Please describe the business process by which it will be set and revoked. Is the right to view/access to this indicator expected to be incorporated into the object-based security model to ensure FERPA compliance?
SDE Response: Refer to answer to question #340.

392. A.14.k: Provide history of cumulative testing files by student
Please list the specific data elements that are expected to be associated with the “history of cumulative testing files”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.
SDE Response: Refer to answer to question #340.

393. A.14.l: Record tests such as TCAP, Gateway, ACT, PSAT, AP scores, etc.
This requirement is closely linked to the first one in this section. Please list the specific data elements that are expected to be associated with “recording tests”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.
SDE Response: Refer to answer to question #340.

394. A.14.m: Create test results by class to send to teachers

Should the requirement be interpreted to mean “create a report of test results by class”? Please list the specific data elements that are expected to be associated with “class test result reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

395. A.14.n: Collect and record various types of test scores (e.g. Stanine, raw, % scaled, standard deviation) Please list the specific data elements that are expected to be associated with “collecting and recording various types of test scores”. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

396. A.14.p: Maintain at least 3 years test data
Please describe the “test data maintenance” business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

397. A.14.q: Produce a report that compares course grades to commensurate TCAP assessment results, by teacher
Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

398. A.14.r: Create report when a student does not meet requirement for the grade level
Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

399. A.14.s: Report on student test information at any level. (E.g. multiple test by student, grade, school, language category, etc.)
Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

400. A.14.t: Classify or group test info by parameters (i.e. a content standard in math) and produce a report by that standard
Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

401. A.15.a: Track disciplinary offenses and actions by student
Please list the specific data elements that are expected to be associated with “discipline tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

402. A.15.b: Allow disciplinary action duration to cross school years
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

403. A.15.d: Ability to add disciplinary reasons by district, in addition to the State approved reasons, and convert to a valid State reason code
Please list the specific data elements that are expected to be associated with “discipline reason code assignment and conversion”. Please describe the business processes and work flow the system is expected to support. Please define how a district code entry is expected to be converted to a State code. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

404. A.15.e: Track type and length of student consequence(s)/disciplinary intervention(s) (e.g. in-school suspension, community service, short term suspension, long term suspension, expulsion etc.) by student
Please list the specific data elements that are expected to be associated with the “discipline tracking” anticipated by this requirement. Please describe the business processes and work flow the system is expected to support.

SDE Response: Refer to answer to question #340.

405. A.15.g: Do not allow more than 10 days total of suspension for Special Education students per school year
Please describe the “special education student suspension” business processes and work flow the system is expected to support. Please describe the expected behavior of the system when the “10 days trigger point” has been reached. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

406. A.15.h: Ability for a district to define a disciplinary infraction point system
Please list the specific data elements that are expected to be associated with “disciplinary infraction points”. Please describe the business processes and work flow the system is expected to support. Please describe how the point system anticipated by this requirement is expected to operate. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

407. A.15.i: Define types of consequences/disciplinary interventions by school
Please list the specific data elements that are expected to be associated with “consequences and disciplinary interventions”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

408. A.15.j: Track discipline referrals by teachers, department, date, etc.
“Et cetera” is an open-ended concept. Please make a specific list. Please list the specific data elements that are expected to be associated with “discipline referral tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

409. A.15.k: Apply disciplinary actions to attendance automatically (mark as absent)
Please list the specific data elements that are expected to be associated with this contractual requirement. Please define the decision tree that will need to be followed to make this determination in the expected manner.

SDE Response: Refer to answer to question #340.

410. A.15.l: Maintain student's disciplinary history and produce report ("Rap sheet")
Please list the specific data elements that are expected to be associated with “discipline histories and rap sheets”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

411. A.15.n: Query students suspended, expelled, or remanded by type of offense and/or date
Please list the specific data elements that are expected to be associated with “discipline queries”. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

412. A.15.o: Allow alternative schools to be able to indicate half-day scheduling (i.e. morning/afternoon) that is used in continuation schools
Please list the specific data elements that are expected to be associated with “half day scheduling indication”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

413. A.15.p: Track if an alternative school student has received his/her GED

If a GED is to be treated in a manner different from other kinds of diplomas, please list the specific data elements that are expected to be associated with “GED tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

414. A.15.q: Validate student birthday vs. action code to determine if action is allowed for age
Please precisely describe the business process of “student birthday validation”. Does this requirement mean that there should be a table of “age-appropriate codes” in addition to the action codes themselves and that the system should compare the action that has been assigned with these age-appropriate codes to determine if that assigned action is allowable for a particular student? Is this validation required to take place on the screen as the data is entered, or can it be performed via an audit report?

SDE Response: Refer to answer to question #340.

415. A.15.r.1: Ability to indicate an expulsion was due to zero tolerance
Please list the specific data elements that are expected to be associated with “zero tolerance indication”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

416. A.15.s: Build a conduct/incident history tracking file for juvenile offenders, I.e. probation officer information, DJJ involvement and contact information
Please list the specific data elements that are expected to be associated with “conduct/incident history file”.
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

417. A.15.v: Generate incident tracking number
Please describe the attributes of an “incident tracking number”. Please describe how the number generator anticipated by this requirement is expected to function. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

418. A.15.w: Ability to email notifications for teacher / student complaints using the tracking number for future reference
Please list the specific data elements that are expected to be associated with “teacher notifications”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

419. A.15.y: Note primary and secondary offenses
Please list the specific data elements that are expected to be associated with the “notation of primary and secondary offenses”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

420. A.15.z: Ability to indicate “Child in State Custody
Please specify the expected format of “child in state custody indicator”. Please describe the business process by which it will be set and revoked. Is the right to view/access to this indicator expected to be incorporated into the object-based security model to ensure FERPA compliance?

SDE Response: Refer to answer to question #340.

421. A.15.aa: Generate warnings for Special Ed students Disciplinary Actions
Please list the specific data elements that are expected to be associated with “special education discipline warnings”. Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

422. A.15.bb: Generate notifications to student's original school (administrator) regarding the student's progress at alternative schools (grades, attendance etc.)

Please list the specific data elements that are expected to be associated with “notification to original schools”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

423. A.15.cc: Ability to print incident report immediately in security office

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

424. A.15.dd: Ability to automatically notify parents of discipline events: printed letter, email, integration to IVR system, etc.

Please list the specific data elements that are expected to be associated with this contractual requirement. Please define the decision tree that will need to be followed to make this determination in the expected manner.

SDE Response: Refer to answer to question #340.

425. A.15.ee: Individual Student Discipline Profile

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

426. A.15.ff: Notice of Disciplinary Action

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

427. A.15.gg: Total Number of Suspensions and Expulsions for Current Year

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

428. A.15.hh: Discipline Counts by Code Excluding ISS

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

429. A.15.ii: Discipline Counts by Code for ISS

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

430. A.15.jj: Discipline Master Log

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

431. A.15.kk: Discipline Report Lists # of Occurrences per Day

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

432. A.16.a: Track whether students are taking buses to school or not.

Please list the specific data elements that are expected to be associated with “tracking student bus ridership”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

433. A.16.b: Track whether students are taking buses to Vocational/Career Enrichment Center (CEC) or not
Please list the specific data elements that are expected to be associated with “tracking vocational center bus ridership”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

434. A.16.c: Track student's transportation information (eligibility and bus stop information)
Please list the specific data elements that are expected to be associated with “tracking student transportation information”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

435. A.16.d: Allow for multiple bus numbers for AM/PM
Please list the specific data elements that are expected to be associated with “multiple bus numbers”. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

436. A.16.e: Track school zone when a student travels outside of the home school zone.
Please list the specific data elements that are expected to be associated with “school zone tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

437. A.16.f: Track route, stop locations, pick-up time, drop-off time, and last revision date of a route (need to determine what this is for)
Please list the specific data elements that are expected to be associated with “route and stop tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

438. A.16.g: Track bus ridership
Please list the specific data elements that are expected to be associated with “tracking bus ridership”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

439. A.16.h: Ability to mass change the bus number for all students assigned to a specific bus
Please list the specific data elements that are expected to be associated with “mass changing student bus assignments”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

440. A.16.i: Ability for schools to see route sheet
Please specify the data element expected to be associated with this “route sheet” report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

441. A.16.j: Print Transportation Roster by School
Please specify the data element expected to be associated with this “transportation roster” report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

442. A.16.k: Print stickers with route information for students on first day of school (Elementary)
Please specify the data element expected to be associated with “Printing bus stickers”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

443. A.16.l: Busing Information by Student

Please specify the data element expected to be associated with this “busing information by student” report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

444. A.16.m: Students by Bus Number/Route

Please specify the data element expected to be associated with this “students by bus number” report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

445. A.16.n: List of Bus Riders on Selected Bus

Please specify the data element expected to be associated with this “bus riders on selected bus” report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

446. A.16.o: Track students bus eligibility. Track students by bus route, including students that decline to ride the bus.

Please list the specific data elements that are expected to be associated with “bus eligibility tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

447. A.16.p: Easily retrieve students' emergency contact information by transportation roster

Please specify the data element expected to be associated with this “emergency contact information” report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

448. A.17.a: Maintain student’s health information including Medicaid, insurance, diagnoses, medication, health progress, vision, scoliosis, and hearing assessments, height and weight and blood pressure. (Follow HIPAA privacy rules)

Please list the specific data elements that are expected to be associated with “health record maintenance”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

449. A.17.b: Track students' health concerns. Print list of students with special health needs.

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options. In addition, please specify the data element expected to be associated with this “health concerns” report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

450. A.17.c: Track multiple immunization status (DPT, OPV, MMR, etc.) including immunization dates, conditionals, exceptions and immunity

Please list the specific data elements that are expected to be associated with “immunization tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

451. A.17.d: Track students' immunization process and alerts nurses when actions need to be taken (i.e. certain immunization needs to be taken in specified sequence and time frames. The system should help nurses ensure the immunization is taken in a timely manner)

Please list the specific data elements that are expected to be associated with “immunization tracking and alerting”. Please describe the business processes and work flow the system is expected to support. Please define the decision tree(s) that will need to be followed to make “immunization alerts” determinations in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

452. A.17.e: Change as immunization requirements change (i.e. a new kind of immunization is mandated by the state)

Please describe the business processes and work flow associated with “immunization requirements change”.

SDE Response: Refer to answer to question #340.

453. A.17.f: Allow for accident tracking

Please list the specific data elements that are expected to be associated with “accident tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

454. A.17.h: Allow for waivers based on health

Please list the specific data elements that are expected to be associated with “health waivers”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

455. A.17.i: Health-related comments/instructions

Please list the specific data elements that are expected to be associated with “Health-related comments/instructions”. Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

456. A.17.j: Alert nurses when a student's immunization data is incomplete

Please list the specific data elements that are expected to be associated with “immunization nurse alerts”. Please describe the business processes and work flow the system is expected to support. Please define the decision tree(s) that will need to be followed to make these alerts function in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

457. A.17.k: List of students and their physicians

Please specify the data element expected to be associated with this “student/physician” report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

458. A.17.l: Maintain a parent contact log for health-related issues

Please list the specific data elements that are expected to be associated with a “parent contact log for health”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

459. A.18.a: Track: Amount of Special Ed services being received, type of services being received, most recent evaluation date, additional services needed after exits (i.e. mental health services, vocational rehabilitation, developmental disabilities services, physical therapy, etc)

Please list the specific data elements that are expected to be associated with “tracking special education services”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

460. A.18.b: Track a student's eligibility, capture start dates of S-team process, track days remaining to maintain time line

Please list the specific data elements that are expected to be associated with “student eligibility tracking”. Please describe the business processes and work flow the system is expected to support. Please define the decision tree(s) that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

461. A.18.c: Track ESE services a student is receiving.

Please list the specific data elements that are expected to be associated with “ESE service tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

462. A.18.d: Track service hours received and recommendations.

Please list the specific data elements that are expected to be associated with “service hour tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

463. A.18.e: Track participation and time spent in general education.

Please list the specific data elements that are expected to be associated with “general education participation time tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

464. A.18.f: Monitor the referral and assessment functions to ensure that specified activities are performed within established schedule requirements.

Please list the specific data elements that are expected to be associated with “referral and assess monitoring”. Please describe the business processes and work flow the system is expected to support. If automatic notifications/alerts are required, please define the decision tree that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

465. A.18.g: Maintain referral and assessment results for categorical programs linked to corresponding student information.

Please list the specific data elements that are expected to be associated with “maintaining referral and assessment results for categorical programs”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

466. A.18.h: Search for appropriate instructors for assignment to a special service student based on location, qualifications, and availability.

Please list the specific data elements that are expected to be associated with “appropriate instructor searching”. Please describe the business processes and work flow the system is expected to support. Please define the decision tree(s) that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

467. A.18.i: Track IEP information to corresponding student information.

Please list the specific data elements that are expected to be associated with “IEP tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

468. A.18.j: Record and compute IEP milestone dates and accomplishment information.

Please list the specific data elements that are expected to be associated with “recording and computing IEP milestones”. Please describe the business processes and work flow the system is expected to support. Please define any mathematical formulas associated with “computing IEP milestone dates”. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

469. A.18.k: Assess performance/effectiveness of special services.

Please list the specific data elements that are expected to be associated with “special services performance/effectiveness assessment”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

470. A.18.l: Track special situation students (i.e. at home students, hospitalized students, AEP (Alternative Education Placement) or those students with overlapping ESE needs.

Please list the specific data elements that are expected to be associated with “tracking special situation students”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

471. A.18.m: Input and assess Special Ed goals on student IEP forms and progress reports.

Please list the specific data elements that are expected to be associated with “inputting and assessing special ed goals”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

472. A.18.n: Track ESE drop-out rate.

Please list the specific data elements that are expected to be associated with “ESE dropouts”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

473. A.18.o: Compare each IEP recommendation for testing participation with the actual participation.

Please list the specific data elements that are expected to be associated with “IEP participation comparisons”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

474. A.18.p: Provide ability to pull up a student's past ESE schedules even after he/she has been entered into a new school

Please list the specific data elements that are expected to be associated with “ESE schedules”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

475. A.18.q: Provide actual amount to time served in each ESE service

Please list the specific data elements that are expected to be associated with “actual time tracking for ESE services”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

476. A.18.r: Identify students placed in Gifted.

Please list the specific data elements that are expected to be associated with “gifted identification and placement”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

477. A.18.s: Identify ESE programs available at specific schools

Please list the specific data elements that are expected to be associated with “ESE program availability”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

478. A.18.t: Project students to schools based on address and disability with override capability

Please list the specific data elements that are expected to be associated with “school predictions”. Please describe the business processes and work flow the system is expected to support. Please define the decision tree(s) that will need to be followed to make these projections in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

479. A.18.u: Track participation in SE (active or inactive), and date of IEP

Please list the specific data elements that are expected to be associated with “special education participation tracking”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

480. A.18.v: Flag notification of three year evaluation time expiration

Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

481. A.18.w: Track interim students within the SE process, but not fully established

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

482. A.18.x: Track handicapping codes

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

483. A.18.y: Track history of evaluations and date of last evaluation

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

484. A.18.z: Ability to make special scheduling considerations for SE students

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

485. A.18.aa: Reserve number of seats in GE classes

Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this “reserve seat determination” in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

486. A.18.bb: Balance SE students across GE classes

Please describe the business processes and work flow the system is expected to support. Please define the decision tree(s) that will need to be followed to “balance special education students across general education classrooms” in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

487. A.18.cc: Track case load and class size of SE teachers

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

488. A.18.dd: Horizontal Student Lateral Report Sp. Ed.

Please specify the data element expected to be associated with these “horizontal student lateral reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

489. A.18.ee: Automatically notify appropriate recipients a predetermined period prior to IEP milestone dates coming due (i.e. via email alerts)

Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make “automatic notification” determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

490. A.18.ff: Automatically identify missing information (IEP components) and notify appropriate party

Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this “automatic missing information identification” determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

491. A.18.gg: Produce ad hoc management reports showing all upcoming time lines for a district/school/teacher/child.

Please specify the data element expected to be associated with these “ad hoc management reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

492. A.18.hh: Generate IEP report cards for administrators, teachers, and parents on an ad hoc basis

Please specify the data element expected to be associated with these “IEP report cards”. Please describe how closely coupled they are expected to be with the actual IEP. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

493. A.18.ii: Special Education Reporting

Please specify any mandated format required for each/any of these special education due process reports. Please describe the expected user control options associated with these reports.

SDE Response: Refer to answer to question #340.

494. A.19.a: Track Program Participation hours in English Language Learners (Y or N), Date last assessed as ELL, and Report date (i.e. 40th day, 80th day, 120th day, or 180th day, language spoken at home, instruction language, state reading and comprehension assessment status (Y or N), native language reading and comprehension assessment status (Y or N), native language test administered, national reading and comprehension percentile rank, whether student reclassified to English proficient, method used to determine English proficiency (test and informal).

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

495. A.19.b: Track whether a student's parents have waived their rights to receive ELL services.

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

496. A.19.c: Track and maintain students Home Language Survey (HLS) results (i.e. Eligibility)
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

497. A.19.d: Track students' Language Assessment (IDEA/IPT) results and/or waiver.
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

498. A.19.e: Maintain student's IPT history
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

499. A.19.g: Track ELL/alternative language services students are receiving. The system should Track the service provider, type of service, service hours received, curriculum and maintain history.
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

500. A.19.h: Track student progress and exit them from the Alternative Language monitoring program as appropriate (i.e. monitor student to ensure they maintain Fully English Proficient (FEP) status as they move away from Limited English Proficiency (LEP) status)
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

501. A.19.i: Search for appropriate instructors for assignment to a ELL student based on location, qualifications, and availability
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

502. A.19.j: Search for appropriate facilities for assignment to an ELL student based on location, availability and resources. (i.e. language lab)
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

503. A.19.k: Search for bus routes for schools assigned outside of Zone when language needs dictate.
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

504. A.19.l: Track current and next years projected school assignment for language needs.
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

505. A.19.m: Facilitate preliminary assessment of performance/effectiveness of ELL services. (Including: language proficiency scores / hours of instruction / type of services / by student and in aggregate.)

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

506. A.19.n: Track ELL Student Tutoring assignments

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

507. A.19.o: Provide ability for a school and district to receive a cumulative report of ESE students with the total number of days suspended

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

508. A.19.p: Track student's psychologist/social work referrals from referral to placement (I.e., referral date, Child Study Team meeting dates, test scores)

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

509. A.19.q: Provide check to allow special placement only for students with specific district-defined ESE requirements

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

510. A.19.r: Print forms for distribution to parents, teachers, administrators, etc with student biol-data pre-filled when applicable.

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

511. A.19.s: Notify school when ESE students have been officially staffed/placed in an ESE program.

Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this “notification” determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

512. IA.19.t: Input, query, and produce reports from language information including: PHLOTE (Primary Home Language Other Than English), IPT (IDEA Proficiency Test), or ALS (Alternative Language Services).

Please specify the data element expected to be associated with these “language information reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

513. A.19.u: Report any other non-regular services received by ELL students

Please specify the data element expected to be associated with these “non regular service reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

514. A.20.a: Track Title 1 A, 1 B (state & federal even start services), 1C (Migrant status), 1D (Neglected and Delinquent youth), IV, VI, VII, VIII, IX, Johnson-O'Malley Financial Assistance to Native American participation status, and Exit date.

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

515. A.20.b: Track students free and reduced lunch eligibility (Do not show on first page for privacy reasons) ; maintain at State instead of at schools

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

516. A.20.c: Free Lunch Roster

Please specify the data element expected to be associated with this “free lunch roster report”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

517. A.21.a: Match certification, endorsement, and availability of instructors with criteria for required positions

Please describe the business processes and work flow the system is expected to support. Please define the decision tree(s) that will need to be followed to make these “criteria matching” determinations in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

518. A.21.b: Tenure / Non-Tenure indicator

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

519. A.21.c: Track personnel training

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

520. A.21.d: Track new hire background checks

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

521. A.21.e: Define staff evaluation cycles (Record date of last evaluation and when next evaluation is due)

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

522. A.21.f: Track certifications

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

523. A.21.g: Report only professional staff (members with current assignments) to EIS

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

524. A.21.h: Ability to track faculty demographics (address, local ID number, etc.)

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

525. A.21.i: Ability for districts/schools to flag any or all staff record types by staff Social Security Number or License Number to be extracted for upload to EIS even when no changes have been made to the staff member’s data

If integrated information interchange between SIS and EIS is not deployed, please describe the business processes associated with “flagging staff records for upload”. Please describe the expected user control options.

SDE Response: Refer to answer to question #340.

526. A.21.j: Check for Highly Qualified for ‘No Child Left Behind’ (NCLB)

Please describe the business processes and work flow the system is expected to support. Please define the decision tree(s) that will need to be followed to make this “NCLB Highly Qualified” determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

527. A.21.k: Teacher/Sub Listing

Please specify the data element expected to be associated with this “teacher/sub listing report”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

528. A.21.l: Teacher Effect Pattern Report

Please specify the data element expected to be associated with this “teacher effect plan report”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

529. A.21.m: Report on resource allocations, availability and utilization.

Please specify the data element expected to be associated with these “resource reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

530. A.21.n: Track personnel training

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

531. A.22.a: Report on 'at risk' students to determine what services have been provided in the past.

Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this “at risk” determination in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

532. A.22.b: Track referrals not related to discipline/ESL/etc, including: counseling, speech, home bound,

social work, attendance, psychology, occupational/physical therapy. Track date of referral, reason for referral.

Include access to history of referrals for a student.

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

533. A.22.d: For psychological referrals, track: initial reason for referral, re-evaluation results, screening results, supplemental testing results.

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

534. A.22.e: Track receipt of parent’s informed consent.

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

535. A.22.f: Track and report against pre-established time requirements for steps in process (ex. 40 days from referral to testing). The LEA will determine if exceptions are allowed.

Please describe the business processes and work flow the system is expected to support. Please define the decision tree(s) that will need to be followed to make these temporal determinations in the expected manner. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

536. A.22.g: Counseling reports: monthly reports including: number of parents seen, number of students seen, types of interventions, discipline, etc.

Please specify the data element expected to be associated with these “counseling reports”. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

537. A.22.h: Allow for tracking and report post graduation information including scholarships, college graduations, etc.

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

538. A.23.a: Allow student registration for adult and community education

Please list the specific data elements that are expected to be associated with “adult community education registration”. Please describe the business processes and work flow the system is expected to support. Is an “application lottery system” expected to part of the functionality included under this requirement? Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

539. A.23.b: Ability to track fees/tuition for adult and community education

Please describe the business processes and work flow the system is expected to support. How will this system be expected to interface with the various finance systems used by school districts. How are credit card transactions and banking expected to be accomplished. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.

SDE Response: Refer to answer to question #340.

540. A.23.c: Ability for reconciliation of fees/tuition for adult and community education

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

541. A.23.d: Ability to schedule students/classes for adult and community education

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

542. A.23.e: Track attendance and report for adult and community education

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

543. A.23.f: The system can convert class attendance to hours / course credits for reporting.

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

544. A.23.g: Track adult/vocational test scores (GED, certifications, etc.)

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

545. A.23.h: Ability to check pre-requisites for registration and scheduling adult and community education, including: prior course requirements, testing history and dates, etc.
“Et cetera” is an open-ended concept. Please make a specific list. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.
SDE Response: Refer to answer to question #340.

546. A.23.i: Ability to schedule based on minimum class size and notify when minimums are not met
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.
SDE Response: Refer to answer to question #340.

547. A.23.j: Generate mailings for ELL classes based on the ELL student enrollment
Please specify the data element expected to be associated with these “ELL mailings”. Please define the expected appearance/format of this report. Will some of the mailings be in foreign languages that require a non-standard computer character set?
SDE Response: Refer to answer to question #340.

548. A.23.k: Provide transcripts for adult and community education
Please specify the data element expected to be associated with these “adult transcripts”. Please define the expected appearance/format of this report.
SDE Response: Refer to answer to question #340.

549. A.24.a: Ability to handle the collection by teachers of funds and fees
Please describe the business processes and work flow the system is expected to support. How will this system be expected to interface with the various finance systems used by school districts. How are credit card transactions and banking expected to be accomplished. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.
SDE Response: Refer to answer to question #340.

550. A.24.b: Generate collection lists in advance for special activities, clubs, athletics, etc.
“Et cetera” is an open-ended concept. Please make a specific list. Please describe the business processes and work flow the system is expected to support. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.
SDE Response: Refer to answer to question #340.

551. A.24.c: Ability for teachers or administrators to enter special assessments for students, such as for lost or damaged text books, other student damages, etc.
“Et cetera” is an open-ended concept. Please make a specific list. Please describe the business processes and work flow the system is expected to support. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.
SDE Response: Refer to answer to question #340.

552. A.24.d: Ability to wave student fees based on special flags (free and reduced lunch students, etc.)
“Et cetera” is an open-ended concept. Please make a specific list. Please describe the business processes and work flow the system is expected to support. Please list the specific data elements that are expected to be associated with this contractual requirement and precisely describe the expected format(s) and expected user control options.
SDE Response: Refer to answer to question #340.

553. A.24.e: Ability to hold transcripts or report cards when fees are owed (Applies to tuition students only)
Please describe the business processes and work flow the system is expected to support. Please define the decision tree that will need to be followed to make this “hold transcript” determination in the expected manner. Please describe the expected user control and format options.
SDE Response: Refer to answer to question #340.

554. A.24.f: Ability to provide reports or other tools to support collection reconciliation between the teacher and the book-keeper

Please list which “other tools” are required. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

555. A.24.g.1: Track tuition or fee payments made by students at school level or district level
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

556. A.24.g.2: Allow for installment payments for tuition and other fees
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

557. A.24.h: Ability to track collection status (partial collections, etc.)
Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

558. A.25.a.2: In a year round school, report on the different tracks by school
Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

559. A.25.a.3: Middle School Reports
Please specify the data element expected to be associated with these reports. Please define the expected appearance/format of these reports. Please describe the expected user control options associated with these reports.

SDE Response: Refer to answer to question #340.

560. A.25.a.4: Unassigned Locker Listing
Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

561. A.25.a.5: Calculate and display school free/reduced lunch totals by school
Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

562. A.25.a.6: Provide Meals Summary Report
Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

563. A.25.a.7: District Performance Data Tables
Please specify the data element expected to be associated with these reports. Please define the expected appearance/format of these reports. Please describe the expected user control options associated with these reports.

SDE Response: Refer to answer to question #340.

564. A.25.a.8: Reading Gains Required to Reach Norm
Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

565. A.25.a.9: Facilitate ordering textbooks based on curriculum and student enrollment

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

566. A.25.a.10: Maintain list of approved text books by course on the District Course Catalog

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

567. A.25.a.11: Maintain list of required and optional textbook by course on the local course catalog

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

568. A.25.b.1: Print Exclusion Sheet

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

569. A.25.b.2: Print Exclusion Letters

Please specify the data element expected to be associated with these reports. Please define the expected appearance/format of these reports. Please describe the expected user control options associated with these reports.

SDE Response: Refer to answer to question #340.

570. A.25.b.3: Students by Guidance Counselor

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

571. A.25.b.4: Students by Homeroom

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

572. A.25.b.5: Schedule Request Forms

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

573. A.25.b.6: Student Schedules by Semester/Guidance Counselor And Tally of Credits

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

574. A.25.b.7: Print Student Schedules Using Student Roll

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

575. A.25.b.8: Head Count Report

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

576. A.25.b.9: National Honor Society

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

577. A.25.b.10: Honor Roll Listing

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

578. A.25.b.11: Honor Roll Listing, semester

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

579. A.25.b.12: Dropout Report

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

580. A.25.b.13: Promotions/Rejections

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

581. A.25.b.14: Promotions/Rejections (same grade level)

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

582. A.25.b.15: Codes Report

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

583. A.25.b.16: Counts by Case Manager

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

584. A.25.b.17: Course List Showing State Code #'s for Preliminary Reports

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

585. A.25.b.18: Class Rolls with Address and Phone Number

Please specify the data element expected to be included in this report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

586. A.25.c.1: Print Course/Semester Catalog

Please specify the data element expected to be associated with this Course/Semester Catalog report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

587. A.25.c.2: Preliminary Course Roster

Please specify the data element expected to be associated with this Preliminary Course Roster report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

588. A.25.c.3: Report of Preliminary Course Enrollment

Please specify the data element expected to be associated with this Preliminary Course Enrollment report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

589. A.25.c.4: Preliminary Course Frequency Report

Please specify the data element expected to be associated with this Preliminary Course Frequency report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

590. A.25.c.5: Preliminary Course Roster

Please specify the data element expected to be associated with this Preliminary Course Roster report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

591. A.25.c.6: Print Conflict Lists

Please specify the data element expected to be associated with Conflict Lists. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

592. A.25.c.7: Actual Course Frequencies

Please specify the data element expected to be associated with this Actual Course Frequencies report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

593. A.25.c.8: Class Roster Report

Please specify the data element expected to be associated with this Class Roster report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

594. A.25.c.9: Scheduling Intermediate Totals

Please specify the data element expected to be associated with this Scheduling Intermediate Totals report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

595. A.25.c.10: Scheduling Exceptions

Please specify the data element expected to be associated with this Scheduling Exceptions report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

596. A.25.c.11: Print Room Schedules

Please specify the data element expected to be associated with this Room Schedules report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

597. A.25.c.12: Print Instructor Schedules

Please specify the data element expected to be associated with Instructor Schedules. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

598. A.25.c.13: Course List with Section Number by Teacher

Please specify the data element expected to be associated with this Course List with Section Number by Teacher report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

599. A.26.a: Menu driven, process driven, and GUI interface reporting

Please define “process driven”. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

600. A.26.c.1: Routing or distribution lists can be defined for reports

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

601. A.26.c.2: Documents can be sent electronically according to defined routing lists

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

602. A.26.d.7: Scanned documents can be searched for key words

This implies the existence of a document management system within the SIS. Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: This has been deleted from the requirements. Pro forma contract section A.26.d.7 is removed and attachment 9.3 is updated to reflect the change.

603. A.26.e.1: Table fields are clearly identified or distinguished from other fields on screens

Please describe how “table fields” are expected to be identified. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

604. A.26.e.2: Tables can be referred to when on a table look-up field

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

605. A.26.e.3: Table entries are effective-dated

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

606. A.26.e.4: Changes to tables create a historical table entry

Please describe the business processes and work flow the system is expected to support. Please describe the expected user control and format options.

SDE Response: Refer to answer to question #340.

607. A.26.f.1: The system can control the number of copies made of a report

Please describe the printing control the system expected to provide beyond that which is inherently provided by the required Web browser.

SDE Response: Refer to answer to question #340.

608. A.26.f.2: The system can control priority of reporting

Please describe the printing priority control the system expected to provide beyond that which is inherently provided by the Print Manager found in Microsoft Windows, Apple Mac OS, and Linux.

SDE Response: Refer to answer to question #340.

609. A.26.f.3: The system can control job start time for reports
Please describe the temporal printing control the system expected to provide beyond that which is inherently provided by the print queue management tools found in network operating systems.
SDE Response: Refer to answer to question #340.
610. A.26.g.1: Ad hoc report definitions are stored
Please describe the expected user control options associated with this “ad hoc report definition storage” .
SDE Response: Refer to answer to question #340.
611. A.26.g.2: Ad hoc reports can be run in the background
Please describe the printing priority control the system expected to provide beyond that which is inherently provided by the Print Manager found in Microsoft Windows, Apple Mac OS, and Linux.
SDE Response: Refer to answer to question #340.
612. A.26.g.3: Standard reports provided can be modified as ad hoc queries
Please describe the expected user control options associated with including a standard report in an ad hoc query.
SDE Response: Refer to answer to question #340.
613. A.26.i: Graphing - The following graphing or charting capabilities are built in
Please define the expected appearance/format for each graphic option (e.g. how closely it is expected to mimic functionality available via third party tools such as Microsoft Excel). Please describe the expected user control options associated with each graphic option.
SDE Response: Refer to answer to question #340.
614. A.27.j.1: The system can create a file in a common file format to facilitate interfaces with other applications
Please specify the file format(s) required. Please describe the expected user control options associated with this “application interface”.
SDE Response: Refer to answer to question #340.
615. A.27.j.2: SIF compliance
At this time, SIAA, the parent organization for SIF, does not have a test suites (and therefore, complete compliance testing ability) for Zone Integration Servers. Please define “SIF compliance”. If SIF is a requirement for the SIS, is SDE willing to use it as the vehicle for SIS to EIS data interchange? If not, why not? In any event,
SDE Response: Refer to answer to question #340.
616. A.27.j.3: The system supports file export to external applications
Please specify the file format(s) required. Please describe the expected user control options associated with this “application interface”.
SDE Response: Refer to answer to question #340.
617. A.27.k: Arithmetic and statistical functions are supported in report writing
Please describe the expected user control options associated with invoking mathematical functions within reports.
SDE Response: Refer to answer to question #340.
618. A.27.l: An end-user can define formulas in reports
Please define “formula”. Please describe the expected user control options associated with invoking user defined formulas within reports.
SDE Response: Refer to answer to question #340.
619. A.27.m: The formatting of dates in reports can be end-user controlled
Please describe the expected user control options associated with date formatting.
SDE Response: Refer to answer to question #340.
620. A.27.n: An end-user can define a report’s sort order
Please describe the expected user control options associated with setting sort order.

SDE Response: Refer to answer to question #340.

621. A.27.o: An end-user can change a report's sort order at report run time
Please describe the expected user control options associated with setting sort order at runtime. Please explain how this process is expected to differ from the general process of defining a report's sort order.

SDE Response: Refer to answer to question #340.

622. A.27.p: End-user defined sort definitions can be stored and reused
Please describe the expected user control options associated with storing and reusing sort definitions.

SDE Response: Refer to answer to question #340.

623. A.27.q: An end-user can share stored report definitions with other end-users
Please describe the expected user control options associated with end-user sharing of stored report sort definitions.

SDE Response: Refer to answer to question #340.

624. A.27.r: Ability to produce a report of students participating in sports sorted by gender / ethnicity
Please specify the data element expected to be associated with this "sports participation" report. Please define the expected appearance/format of this report.

SDE Response: Refer to answer to question #340.

626) If many of the LEAs choose to stay on their existing SIS, which some have already expressed publicly, and if new SIS vendors enter the Tennessee marketplace and become state compliant, will this not conflict with the overall purpose, mission and benefits of a single and common statewide fully integrated *Student Information System* as originally envisioned?

SDE Response: In response to a vendors set of questions (detailed below as question numbers #626 though #634), the state has carefully reconsidered the aspects of the subject procurement questioned. The state has determined that this procurement is appropriate and in the best interests of the state substantially as detailed by the RFP document. Further, the state has determined that, beyond the addressing the apparent concerns reflected by these questions by considering the prudence of proceeding with this procurement, additional response to each of the specific questions is not pertinent to ensuring the competitiveness of the procurement process or any potential proposers ability to submit a responsive proposal.

627) Does the language of this RFP as currently written contemplate that the Tennessee Department of Education will be operating its own competitive and 100% state subsidized *Student Information System*, to the financial exclusion of all other competing SISs in the state, and without *uniformity among the software to simplify the transfer of data between the systems* or other *common system* benefits and equality to the LEAs, other than it being free?

SDE Response: Please refer to answer to question #626.

628) Will the state have a potential unfair competitive price advantage (\$ zero cost to the LEAs) for the state run system to the exclusion of all other competitor systems?

SDE Response: Please refer to answer to question #626.

629) And if so, could this possibly violate state procurement rules? (1)., and possibly the Equal Funding Clauses of the Tennessee Education Improvement Act? (2)

- a) (*Fairness to potential service providers (Chapter 0620 2D.3- State Procurement Code)*)
- b) (*Tennessee Education Improvement Act, as upgraded by the General Assembly in 2000*)

SDE Response: Please refer to answer to question #626.

630) If the net outcome of this RFP is that the state ends up not having a statewide *Student Information System*, due in part to resistance from LEAs to switch to a single statewide system, but just another SIS operated by the state that will compete in the Tennessee marketplace, will the state consider canceling this RFP?

SDE Response: Please refer to answer to question #626.

- 631) If so, will the state also consider issuing another RFP that would expand the current **Education Information Management System** (EIMS or EIS), as other states are doing that have similar strong local control divisions and cannot achieve uniformity of one *Student Information System* throughout their LEAs, so as to achieve many of the same goals and outcomes of a statewide SIS system that would have 100% participation of the LEAs?

SDE Response: Please refer to answer to question #626.

- 632) Would the money required to implement a state run *Student Information System* as currently proposed, wherein all LEAs may not be participating and that could potentially represent a significant part of the Tennessee student population, be better off spent expanding the current Tennessee EIMS capabilities that would accomplish, in part, the following benefits?

- a) Expand robust decision support tools and data mining capability for educators at the state and local levels,
- b) Expand standard and ad reporting tools for the Department of Education,
- c) Increase web based data loading and data entry capability,
- d) Increase secure data transfer capability to and from educational entities over the Internet,
- e) Creation of a unique identifier system to each student in the state,
- f) Expand current ability to pre-identify students for state assessments,
- g) Increase training for educators on using information to make better decisions,
- h) Expand additional value added components such as program participation,
- i) Increase state accountability and reporting capability for *No Child Left Behind* requirements and mandates for the state and for all districts.

SDE Response: Please refer to answer to question #626.

- 633) Would expanding the current Tennessee EIMS capability and mandating that all Tennessee Student Information System providers become fully compliant with all state reporting requirements and enforcing that compliance if they are to be allowed to operate within the state accomplish all of the same goals of a statewide SIS, that under the present RFP anticipated outcome will not be statewide and will still have disparate *Student Information Systems* operating without standardization or interoperability across and within the LEAs?

SDE Response: Please refer to answer to question #626.

- 634) Would not the stakeholders in the State of Tennessee be better served by investing in an expanded EIMS program rather than the state operating another competing SIS system, whose only real proprietary benefit will be that it will free to the specific LEAs who choose to use it?

SDE Response: Please refer to answer to question #626.

635. Under item 3.22, the RFP states that all items submitted as part of the proposal will become the property of the state and that the full contents of the proposal shall become open to public inspection. We are a small company serving large utilities companies and they are very strict about such disclosure. Is there any way that we could get this requirement relaxed so that certain information provided in the RFP would be considered strictly confidential and proprietary?

SDE Response: The state will not change RFP section 3.22 which states:

All proposals and other materials submitted in response to this RFP procurement process become the property of the State of Tennessee. Selection or rejection of a proposal does not affect this right. All proposal information, including detailed price and cost information, shall be held in confidence during the evaluation process. Upon the completion of the evaluation of proposals, indicated by public release of an Evaluation Notice, the proposals and associated materials shall be open for review by the public in accordance with *Tennessee Code Annotated*, Section 10-7-504(a)(7). By submitting a

proposal, the Proposer acknowledges and accepts that the full contents of the proposal and associated documents shall become open to public inspection.

Tennessee Code Annotated, Section 10-7-504(a)(7) states:

“ Proposals received pursuant to personal service, professional service, and consultant service contract regulations, and related records, including evaluations and memoranda, shall be available for public inspection only after the completion of evaluation of same by the state. Sealed bids for the purchase of goods and services, and leases of real property, and individual purchase records, including evaluations and memoranda relating to same, shall be available for public inspection only after the completion of evaluation of same by the state.”

636. Under item 5.2.5.1.1, the RFP requires us to submit detailed financial audit documents. Could you please explain how will this impact the selection process? Is the intent to look for companies with substantial financial backing? Also, if we were to submit these documents, could these also be considered strictly confidential and proprietary and not disclosed to the public and our competitors?

SDE Response: The audited financial statements will be evaluated per section 6.2.4.

637. Our understanding from the Pre-Proposal Conference is that the State wishes to have this project priced in a Leasing arrangement. Is this a correct understanding?

SDE Response: Refer to the Cost Proposal found in Attachment 9.2. The cost you propose should include any lease or licensing fees.

638. In addition to pricing our solution as a centrally hosted solution at the State Department of Education, would the State like to see an option for installing at one or more other locations (perhaps at several large districts)?

SDE Response: The State’s acceptance and evaluation of cost proposals will be conducted according to Section 5.3.4 and Sections 6.1, 6.2 and 6.3 of the RFP.

639. Will staff at the designated hosting location(s) have the knowledge, time, and resources to configure the equipment at those locations, or will the Contractor be responsible for hardware and network setup?

SDE Response: The vendor should be able to define the required hardware configuration. State staff is available but the vendor is responsible for providing the necessary personnel.

640. Will the 25 pilot districts be identified on January 1, 2004?

SDE Response: The districts will be identified when the contract is signed.

641. Where will training on the system occur? Will the State provide for several Regional Training Centers across the state?

SDE Response: The training will occur at the district level. The State will arrange with the districts for the training sites and equipment.

642. Will any participating districts expect end users to be trained in using the Exceptional Student management system?

SDE Response: The end users are to be trained on all functionality provided.

643. Does the State anticipate a “Train the Trainer” approach for system training?

SDE Response: No.

644. Can the State please elaborate on what types of on-site support they expect will be needed after the SSMS has been implemented and rolled out? Is this on-site support intended to be at the State Department of Education?

SDE Response: On-site support must be provided at the State Department of Education per RFP section B.4.b. On-site support for districts is required during conversion, implementation, and training per B.4.a. Also, for any other issues that cannot be resolved remotely.

645. How many concurrent users, by year, do you expect for the Exceptional Student management piece of the system?

SDE Response: This information is not available.

646. When a child transfers from one participating district to another, should the historical program information about the child move with the child? Or is the new district expected to enter historical information itself?

SDE Response: The history should move with the child.

647. Is it expected that all participating districts will share the same code and timeline configuration?

SDE Response: If the question is “are the requirements the same for all districts”, then the answer is yes.

648. Will every participating district have historical special education data that will need to be converted?

SDE Response: Yes.

649. How will requests for system changes from the participating districts be handled? (i.e. will the State provide a centralized management process for requested changes, or will the Contractor be expected to interface directly with the Districts?)

SDE Response: The State will manage.

650. Will the State acknowledge receipt of letters of intent so vendors know if they’re on the distribution list?

SDE Response: No. A vendor may request confirmation that the State received their letter of intent to propose.

651. Given that the State's schedule for responding to questions regarding this procurement indicates that the responses will be provided on the day before a major national holiday, and given that the vendors will only have two business days to complete the proposals after receiving the responses to the questions, will the State consider extending the proposal deadline to December 17, 2003?

SDE Response: No. The Schedule of Events remains as stated in RFP section 2.

652. We have attached a list of potential exceptions to the Pro Forma Contract. Will the State consider these suggestions?

SDE Response: No.

653. We understand that participation by the Districts in the statewide SSMS program is voluntary. Are there any financial incentives for the Districts to participate? How is the project funded?

SDE Response: A response to this question is unnecessary to for the preparation and submission of a proposal.

654. For planning purposes, what is the best estimate of the number of school districts that will volunteer in each of the categories mentioned in the RFP (i.e. small, medium, large)?

SDE Response: The majority of these districts fall into the small category.

655. Have the 25 pilot districts been identified for the July 2004 implementation? If so, what Districts have volunteered to participate in the pilot program? If not, which school districts, in the view of the SDE, will be most inclined to volunteer to join the pilot? What are the characteristics of the pilot districts, e.g. ADM, number of schools by category, geographic location, number of staff, number of teachers, and the like?

SDE Response: Please refer to answer #38, #89 and #654.

656. We understand that the anticipated technology involved in implementing the SSMS is the current infrastructure being used to host existing web-based applications. Please describe the current infrastructure and provide documentation regarding the anticipated technology.

SDE Response: Please refer to answer #14.

657. We understand that the State may be contracting for operation and support of the current infrastructure being used to host existing web-based applications. If so, what is the nature of the contract? Please provide a copy of the current contract. Is the contracted vendor eligible to participate in the SSMS procurement? If so, in what capacity can the contracted vendor participate in the SSMS procurement?

SDE Response: The State owns the current infrastructure for existing web-based applications.

658. Did a vendor design the RFP specifications? If so, what vendor? If so, will this vendor be able to respond to the RFP?

SDE Response: Please see response to question #55.

659. There appear to be at least 11 vendors providing SMS software to the local school districts. As this information will impact data conversion/migration activities and system interfaces, please provide the details as to the specific vendors providing SMS software, which software products (i.e. modules) are being used, and the current installed release levels of the software packages. Please list the districts that are using each product.

SDE Response: Refer to http://www.tennessee.gov/education/sm_menu.htm for a list of vendor software packages by district. The version being used is not available.

660. For the pilot agencies, what are the source files for conversion of their current student information? What student information systems are currently in use among the pilot districts? Will any of the pilot districts be converting from manual files/systems?

SDE Response: Refer to answer to question #659. No districts will be converting from a manual system.

661. What are the State's requirements for conversion of data for the SSMS? For example, will all historical information be converted for all students or will there be limits on the amount of history to be converted to the new SSMS?

SDE Response: The requirement will be to convert the current format in use in a district.

662. The RFP notes that there are some districts that do not report electronically to the State. Would you identify these districts and explain how each district is currently capturing the required SMS data. (Is a specific vendor and software package being used or are they using a manual process?)

SDE Response: A response to this question is not necessary for the preparation and submission of a proposal.

663. Is the State currently using any reporting tools?

SDE Response: Yes. Oracle 9iAS Discoverer.

664. Please provide a state data-reporting schedule.

SDE Response: Refer to http://www.tennessee.gov/education/sm_menu.htm

665. What special education systems are currently in use among the 136 Local Education Agencies? Please provide a breakdown showing the number of installations for each special education system currently in use by the Local Education Agencies. Please list the districts that are using each product.

SDE Response: All except one uses D&A Census software.

666. The evaluation process does not provide for demonstration of the proposed SSMS products. Without system demonstrations, how does the State intend to validate the vendor claims regarding the functional and technical capabilities of the proposed SSMS products?

SDE Response: Please refer to answer #10.

667. What SSMS products have already been demonstrated for the evaluation team members prior to release of the Requests for Proposals? What product vendors have had the opportunity to meet with the evaluation team prior to the release of the RFP? Have the evaluation team members made any site visits to school districts that are using potential SSMS product solutions in the past six months?

SDE Response: No products have been demonstrated to the evaluation team.

668. What training facilities and computer equipment are available across the State? Can the State or Local Education Agencies provide regional training facilities in order to facilitate the sharing of training resources among the Local Education Agencies, reducing the cost of training for the SSMS implementation? If so, what equipment will be available there? Will the vendor be permitted to include web-based training to geographically dispersed school districts in order to reduce the cost of implementation? Are there training labs in the local school districts that can be used for project training activities? Will it be possible to invite district personnel from other districts in a given area to attend training in designated local school districts?

SDE Response: Refer to answer to question #641.

669. There is no reference in the RFP of capabilities of the SDE to support distance-learning activities. Does this capability exist? If so, what software tools are available?

SDE Response: A response to this question is not necessary for the preparation and submission of a proposal.

670. What funding has been allocated by the State and/or Local Education Agencies for the SSMS project?

SDE Response: No LEA funds are involved.

671. At the pre-proposal conference, there was some discussion of "leasing" options for the SSMS products. Please clarify what leasing options the State will consider as part of the SSMS project. What leasing terms would be considered most desirable by the State?

SDE Response: Refer to answer to question #8.

672. On the surface, the proposal evaluation process does not appear to provide adequate time to carefully evaluate each submission. Given the complex nature of the potential SSMS products, should more time be allowed for the evaluation committee to carefully consider and validate the voluminous information provided by the vendors in the proposals? The compressed time frame for proposal evaluation suggests that the evaluation committee may have detailed knowledge of the potential SSMS products

and may have already determined a product that is considered the best "fit" to the State's requirements. What products have the evaluation committee members already evaluated prior to issuance of the RFP?

SDE Response: Refer to answers to questions #651 and #667.

673. The SSMS RFP schedule indicates that the RFP files will be open for public inspection on December 11, 2003. What is the process for gaining access to the RFP files once they are opened for public inspection?

SDE Response: Contact the RFP Coordinator listed in section 3.1 and request in writing, access to the RFP file. Please revisit Tennessee Code Annotated 10-7-504(a)(7) as quoted in SDE response to Question 635.

674. Does the State operate and/or provide a Human Resources management system for the Local Education Agencies? If so, please provide information on the product and capabilities of the Human Resources system. What information is available regarding teacher credentials, performance, qualifications, and the like in the Local Education Agencies and/or the State provided Human Resources system?

SDE Response: The State does not provide this to LEAs. The provided system must interface with the State's teacher licensing system per RFP.

675. What transportation systems are already in use among the Local Education Agencies? Please provide a breakdown by district with the number and names of the Local Education Agencies using each product.

SDE Response: A response to this question is not necessary for the preparation and submission of a proposal.

676. What examples of product documentation does the State expect the proposers to provide to verify the nature and quality of product documentation as described in B.5?

SDE Response: RFP sections B.5.a and B.5.g identify what is to be provided. The vendor can decide the format.

677. The data conversion specifications indicate that the proposers must be able to convert existing data to a format specified by the State. What is the State's specified format? Since the data is to be converted into the proposer's SSMS product, what input would the proposer have regarding the definition of the data conversion format? This requirement may require the vendor to convert the data twice, once into the format specified by the State and once into the format necessary to load the vendor's SSMS product. Is that the State's intent?

SDE Response: The data needs to only be converted once. The conversion will be from the districts current format to the format required for the SSMS product.

678. Under a software leasing option, where should the software leasing costs be reflected in the cost proposal? Under a perpetual license fee option, where should the software license fees be reflected in the cost proposal?

SDE Response: Please refer to answer #8.

679. What State resources will be committed to the Project on a full-time basis? In order to develop the cost proposal, the State and Local Education Agency resources should be identified so they may be considered by the proposers as part of the implementation and support team. It would be helpful to have an estimate of the percentage of their time they will be assigned to the project and of the expected duration of their assignments.

SDE Response: Refer to answer to question # 50.

680. Does the State have a data warehouse for the Department of Education's student data?

SDE Response: A response to this question is not necessary for the preparation and submission of a proposal.

681. Please define in more detail how Tennessee interprets reporting compliance with the *No Child Left Behind* legislation.

SDE Response: The State expects that all required data elements are being electronically captured. If all data elements are captured, then reporting can be accomplished.

682. Does the State have a standards based security system for web access?

SDE Response: SDE has a security system used for access.

683. Will district level data extraction be required, requiring direct sourcing of district databases?

SDE Response: This is not in the scope of the RFP.

684. Does the State use a Managed Network Services Vendor? If so, who is the vendor?

SDE Response: This is not in the scope of the RFP.

685. If the State utilizes a Managed Network Services Vendor, will this vendor be able to respond to this RFP?

SDE Response: Please revisit RFP Section 3.19.3, which states, “Any individual , company, or entity involved in assisting the State in the development formulation, or drafting of this RFP or its scope of services shall be considered to have been given information that would afford an unfair advantage over other Proposers, and said individual, company, or other entity may not submit a proposal in response to this RFP.”

Proposers already under contract with the State providing other services are free to respond to this RFP.

686. Please describe in detail the functionality of the State Department of Education Licensure Database.

SDE Response: The licensure database contains teachers, their certifications, dates and endorsements.

687. How will the software products be licensed? To the State? To the individual Local Education Agencies?

SDE Response: To the State.

688. Given the complexity of the SSMS project, has the State considered or is it considering the use of an independent contract management, quality assurance, or system integration firm to oversee the project? If so, when would you expect to have that party involved in the project?

SDE Response: It is the responsibility of the vendor.

689. What management structure has the State put into place to provide guidance and oversight for the project?

SDE Response: This project must be reviewed at each phase by the Information Technology and Budget committee in Finance and Administration.

690. The RFP states in section A.1.a that the new SSMS must allow for file extracts to update the EIS system with all additions, deletions, and changes to meet Tennessee State Department of Education requirements. Describe how these extracts must be formatted.

SDE Response: Refer to http://www.tennessee.gov/education/sm_menu.htm

691. Please explain what you mean in A.26.g by “Ad Hoc reports must be run in the background.”

SDE Response: While reports are running, the user is able to do other functions while awaiting the query results.

692. Please explain what you mean by SIF Compliance in A.26.J.

SDE Response: Refer to <http://www.sifinfo.org>

693. Please explain what you meant by “Organization Chart utilities” in A.26.j.

SDE Response: Allow the district to list the personnel in organization format.

694. Please explain what you meant by “Graphics Packages” in A.26.j.

SDE Response: The ability to create data for use in graphics packages.

695. Please explain what you meant by “Forms Packages” in A.26.j.

SDE Response: The ability to create data for use in forms packages.

696. Please explain what you meant by “Email Systems” in A.26.j.

SDE Response: The ability to create data for use in email systems.

697. Please explain what you meant by “Faxes” in A.26.j.

SDE Response: The ability to create data for use in faxing.

698. Please explain what you meant by “Other Computers” in A.26.j.

SDE Response: The ability to create data for use on another/other computers.

699. Please elaborate on “formulas” in A.26.l.

SDE Response: The ability to produce rows or columns to sum, count, average or other computations.

700. How many anticipated users will require Ad Hoc query capability?

SDE Response: A minimum of one per school.

701. Has the State utilized an ad hoc query tool in the past? If so, what tool?

SDE Response: Oracle Discoverer at the State; not opened to districts.

702. A.1.h - Ability to interface with SDE directory (licensure database), page 94

What is the SDE licensure database? What kind of interface are you looking for and how will the data be transferred? i.e. ASCII

SDE Response: The SDE Directory is a database of all valid district numbers and school numbers and related information. The licensure database has files of all teachers, their certifications, and endorsements. The SSMS must validate incoming data against these files.

703.A.5.a - Student Demographic Data, page 99

a. Gender, Date of Birth, Birthplace, multiple birth

Is the State referring to this child as a twin or triplet, for example?

SDE Response: Yes

704.Sports participation (report to State), page 100

What are the sports participation requirements for the State and what must be reported to the State? Is the information detail, summary or both?

SDE Response: A list of students participating in sports activity(s) and the type of activity(s).

705.A.6.j - Report on primary school and additional school, p 103

Specifically, what kind of a report is the State looking for? Or is this a general question regarding the ability to report on enrollments/transfers/withdrawals from both a student's primary and service school?

SDE Response: This is general regarding the ability to report on enrollment/transfer/withdrawals from both a student's primary and service school.

706.A.7.f - Ability to add special courses which are not published but are in approved table for the school or District, page 104

Can the State specify the definition of "publish"? For example, whether or not the course is schedulable and available at schools for use?

SDE Response: See SDE response to question #203

707.A.8.aa - Display district and school master course summaries, page 109

What does the State consider a master course summary? At the district level? At the school level?

SDE response: Both the district and the school will have a master course summary. The school's may be a subset of the district or may include all courses in the district master course summary.

708.A.9.s - Allow minute by minute scheduling of students, page 110

Can the State provide additional specifications about this requirement?

SDE Response: Refer to answer to question #253.

709.A.10.b - Custom design layout of the student schedules, detailing the courses and sections each student will be taking for each period per cycle day, page 111

Can the State specify what is meant by a custom design layout?

SDE response: See State response to question #259.

710.A.10 c - Custom design layout of the teacher schedules, detailing the courses and sections each teacher will be teaching for each period per cycle day, page 111

Can the State specify what is meant by a custom design layout?

SDE Response: Refer to answer to question #340.

711.Compulsory Attendance Program Report, page 116

Specifically, what is this report and what information is contained within?

SDE Response: Refer to answer to question # 316.

712.A.12.dd - Ability to import and export data to and from district sources, page 118

Specifically, what is the data and what district sources is the State referring to? For example, is this referring to class rosters?

SDE Response: Refer to answer to question #340.

713.A.14.d - Ability to pull faculty and student data from SDE database for State Testing, page 122
What SDE database is the State referring to? The database from the SIS product the State will purchase? Or a different database? If some other database, what does the State expect to extract the data into and in what format? Additionally, is this in preparation of taking tests, test analysis or pre-slugging of test forms?

SDE Response: See SDE response to question #453

714.A.15.jj - Discipline Master Log, page 125
Specifically, what is a Discipline Master Log and what information is contained within?

SDE Response: Refer to question # 357.

715.A.17.h - Allow for waivers based on health
Specifically, what type of waivers is the State referring to?

SDE Response: Please refer to answer #453.

716.The RFP references special education placement analysis capability in the form of the following specifications: Search for... Instructors...(A18h), project students to schools...(A18.f), reserve seats...(A18.aa), balance SE students...(A18.bb, track...class size...(A18.cc).
Does the State (or districts) currently utilize a model to accomplish these tasks presently, and if so, is it available for review for the vendors? If not are any sample reports available for review by the vendors?

SDE Response: Please refer to answer #453.

717.Can the State also provide definitions for S-Team (A18.b), Horizontal Student Lateral Report (A18.dd), and TLN (A18.ll)?

SDE Response: Please refer to answer #11.

718.The RFP makes multiple references to expected outputs, e.g. tracking services and time in general education (A18a-c-d-e), student IEP forms (A18.m), special scheduling...(A18.z), Horizontal Student Lateral Report (A18.dd), ad hoc management reports (A18.gg), IEP report cards (A18.hh), Special Education Reporting (A18.ii), Home Language Survey (A19.c), IDEA/IPT results (A19.d), PHLOTE...ALS (A19.t), Title I, IB...IC...ID...IV, VI, VII, VIII, IX, Johnson-O'Malley...(A20.a), counseling reports reflected in A22.d, e, f, g, h

Can the state provide either electronic or hard copy of the reports required by the proposed system?

SDE Response: Not at this time. Reports with the basic described information are acceptable.

719.A19.f - Language Assessment Tests may change over time. Describe how test results can be compared over time as the test changes.

Does the State manage such comparisons presently and, if so, are the specifications for this process available to vendors for examination? Since comparisons of this nature are related to norming issues, who in the State will be responsible for securing comparison norms from the test publishers?

SDE Response: This requirement has been removed from the pro forma contract and Attachment 9.3

720.A.21.l - Teacher Effect Pattern Report, page 135
Specifically, what is the Teacher Effect Pattern Report and what information is contained within.

SDE Response: Refer to answer to question #340.

721.A.25.a - General Report / Queries
District Performance Data Tables, page 138

Specifically, what is the State referring to? i.e. what performance and what data?

SDE Response: The ability to track performance data such as graduation rates, dropout rate, suspensions, expulsions, remands.

722.Print Exclusion Sheet, page 139

Can the State detail what the Exclusion Sheets are?

SDE Response: Refer to answer for question #340.

723. Print Exclusion Letters, page 139

Can the State detail what the Exclusion Letters are?

SDE Response: Refer to answer for question #340.

724. Codes Report, page 139

Can the State detail what is a codes report?

SDE Response: Refer to answer for question #340.

725. Scheduling Intermediate Totals, page 140

Specifically, what totals are being referenced and what information is being requested?

SDE Response: The ability to tally the number of students remaining to be scheduled.

726. The summary of the costing section indicates the ADM projected at 644,000 students, however the sum of the number of students implemented is 664,000 (as in Attachment 9.2).

Should the total ADM read 664,000?

SDE Response: The State amends Attachment 9.4. In the Five Year Cost Schedule, delete 644,000 from column B and replace it with 664,000.

727. What is the format designated by the state that we need to use to convert existing data? (section B.1 Data Conversion)

SDE Response: Refer to answer to question #71.

728. What are you looking for when you say provide guarantee that the software will be implemented in a timely manner? (Section B.2 Implementation)

SDE Response: Your understanding of the State's timeframe and your commitment to meeting it.

729. You say that there will be 25 pilot districts coming up between 1/1/04 and 6/30/04. When will we know who these districts are?

SDE Response: Please refer to answer #38.

730. Will you give us a rank order of which districts get installed first?

SDE Response: Please refer to answer #38.

731. Do you have any suggestions on how we can price out data conversion? At this time we do not know which districts we will be converting data for or what data you want us to convert.

SDE Response: Per RFP Attachment 9.2, the cost provided is on a per student basis.

732. When you talk about on-site support, are you looking for additional cost or do you want us to cover the cost under training, installation, and project management? (section B.4)

SDE Response: All support costs should be included in per ADM for Annual maintenance and support for each identified year in Attachment 9.2.

733. When does a primary vendor need to obtain permission for the use of a subcontractor? Must this be done before the RFP deadline?

SDE Response: Please refer to RFP section 3.12 and 5.2.1.5.

3.12 Assignment and Subcontracting

3.12.1 The Contractor may not subcontract, transfer, or assign any portion of the contract without prior, written approval from the State. Each subcontractor must be approved in writing by the State. The substitution of one subcontractor for another may be made only at the discretion of the State and with prior, written approval from the State.

3.12.2 Notwithstanding the use of approved subcontractors, the Proposer, if

awarded a contract under this RFP, shall be the prime contractor and shall be responsible for all work performed.

Proposal Transmittal Letter

5.2.1.5 The letter shall state whether the Proposer intends to use subcontractors if so, clearly identify the names of the subcontractors along with complete mailing addresses and the scope and portions of the work the subcontractors shall perform. (NOTE: The Contractor must obtain written approval from the State prior to the use of any subcontractors.)

734. In a joint partnership response to your RFP, are partners required to submit the requested financial information on their company?

SDE Response: See requirements 3.12 and 5.2.1.5. The State intends to contract with a primary contractor.

735. Are subcontractors required to submit the requested financial information?

SDE Response: No.

737. Which systems can not currently report electronically to the Education Information System (page 3 of RFP)?

SDE Response: Refer to answer to question #45.

738. What are the current "state standard technologies" that will be utilized with this SIS (page 3 of RFP)?

SDE Response: Refer to answer #14.

739. What measures will be used by the state to determine adequate performance in terms of response time, etc.?

SDE Response: Refer to answer #103.

740. If a system requires any additional software to be loaded onto the client machine other than a browser, will the proposal be considered out of compliance?

SDE Response: Please revisit RFP Section 1.1 which states, "...SSMS should be a web-based application. Any proposal submitted proposing other than a pure web-based solution will be considered non-responsive and will be rejected."

741. Does the state expect the respondent to supply technical specifications for required hardware and software as part of our response? If yes, will this be factored into the selection process?

SDE Response: The State expects the specifications to be provided after the contract has been awarded.

742. Is it anticipated that the state will be conducting demonstrations/oral presentations for a few finalists to review the system functionality prior to final selection? If yes, how many will be selected for such a presentation?

SDE Response: No.

743. Are the individual districts incurring any costs for implementation of the SIS? If not, how does the state anticipate getting "buy-in" from the participating districts without a financial stake?

SDE Response: The individual districts do not incur any costs for implementation. The district will no longer have to incur the cost of maintaining and supporting an SIS at the district level.

744. If the answers to questions are posted on 11/26, that only gives

one or two business days for a firm to incorporate any changes into our proposals as a result of the state's answers. Would the state consider extending the submission due date to December 10 to ensure sufficient time for appropriate responses?

SDE Response: See response to questions #47.

Please respond to the following functional questions:

745.A.1.h Please provide information about the licensure database.

SDE Response: The vendor is required to determine the appearance of the reports, notices or other specific items required by the RFP. The State is seeking a vendor whose software can generate the requested reports, notices or items given the content requested.

746.A.5.uu Describe the Students Standard Data Report

SDE Response: See response to questions #745.

747.A.11.ll Describe the Compulsory Attendance Program Report

SDE Response: See response to questions #745.

748.A.12.k Describe the teacher class report as it pertains to this feature

SDE Response: See response to questions #745.

749.A.12.w Describe the teacher grade analysis for individual assignments

SDE Response: See response to questions #745.

750.A.12.nn Describe the Report Card Verification Sheet

SDE Response: See response to questions #745.

751.A.13.n Describe the Scholarship Warnings Report

SDE Response: See response to questions #745.

752.A.16.g Define track bus ridership

SDE Response: See response to questions #745.

753.A.16.i Describe the route sheet

SDE Response: See response to questions #745.

754.A.21.l Describe the Teacher Effect Pattern Report

SDE Response: See response to questions #745.

755.A.25.a Describe District Performance Data Tables

SDE Response: See response to questions #745.

i. Describe Reading Gains Required to Reach Norm

SDE Response: See response to questions #745.

756.A.25.b Describe the Exclusion Sheet

SDE Response: See response to questions #745.

ii. Describe Exclusion Letters

SDE Response: See response to questions #745.

iii. Describe Head Count Report

SDE Response: See response to questions #745.

iv. Describe Codes Report

SDE Response: See response to questions #745.

757. Indemnification / Hold Harmless, P. 79; G.12

P. 79 and 80; G.13, As a matter of TN state law, the contractor will be required to indemnify the State for breach of contract caused by *“the failure of computer software or any device containing a computer processor to accurately or properly recognize, calculate, display, sort or otherwise process dates and times.”*

Recommend removing this requirement due to the fact that 1) it appears to be an antiquated provision based on Y2K concerns, and 2) it implicitly suggests the possibility of liquidated damages and could expose contractors to significant financial risk.

The first paragraph is overbroad in that it includes language such as “any and all claims,” and “which may arise.”

Recommend limiting contractor obligations by deleting the first paragraph and inserting the following in its place:

“Contractor shall defend, indemnify and hold harmless Customer from and against damages and liability directly caused by the negligent actions or willful misconduct of Contractor, its employees or agents. Contractor shall not be responsible for any damages or liability resulting, in whole or in part, from the negligence or willful misconduct of Customer or any third party.”

SDE Response: No. The State will not change the Indemnification and Hold Harmless clauses in the ProForma Contract.

758. Limitation of Liability, P. 76; F.13., **Recommend clarifying the limitations on the liability of both parties (including an exclusion of liquidated damages) by deleting this section and inserting the following language in its place:**

“IN NO EVENT SHALL EITHER PARTY, ITS DIRECTORS, OFFICERS, EMPLOYEES OR AGENTS BE LIABLE FOR ANY SPECIAL, INCIDENTAL, PUNITIVE, INDIRECT, OR CONSEQUENTIAL DAMAGES ARISING OUT OF OR IN CONNECTION WITH THE SERVICES PROVIDED OR SOFTWARE LICENSED UNDER THIS AGREEMENT, INCLUDING BUT NOT LIMITED TO LOST REVENUE, LOST PROFITS, REPLACEMENT GOODS, LOSS OF TECHNOLOGY RIGHTS OR SERVICES, LOSS OF DATA, OR INTERRUPTION OR LOSS OF USE OF SOFTWARE OR ANY PORTION THEREOF, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THIS LIMITATION SHALL APPLY TO ALL CLAIMS WHETHER UNDER THEORY OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, OR OTHERWISE. CONTRACTOR LIABILITY (IF ANY) TO CUSTOMER OR ANY THIRD PARTY IS LIMITED TO THE AMOUNT PAID TO CONTRACTOR FOR SOFTWARE LICENSE FEES AND/OR THE SERVICES.”

SDE Response: No. The State will not change the Limitation of Liability clause in the ProForma Contract.

759. Termination, P.75; F.3

Termination for Cause. This section allows only the State to terminate for cause and does not allow a cure period. It also allows for damages resulting from the breach.

Recommend deleting this section in its entirety and replacing it with the following:

P.75; F.4, Termination for Convenience. This section is acceptable other than for the fact that State must pay only for work satisfactorily completed as of the date of termination.

Recommend deletion of the word “satisfactorily.”

Termination for Cause. This section allows only the State to terminate for cause and does not allow a cure period. It also allows for damages resulting from the breach.

Recommend deleting this section in its entirety and replacing it with the following:

“Either party may terminate this Contract upon thirty (30) days prior written notice if the other party is in default of its obligations under this contract or has otherwise committed a material breach of the

terms and conditions of this Contract. Except in the case of a default of any confidentiality obligation, the party in breach shall have thirty (30) days from receipt of notice to substantially cure the breach."

SDE Response: The State will not change the Termination for Cause clause in the ProForma Contract.

760. Warranty, Not mentioned. Should be addressed upon negotiation of contract.

SDE Response: The State expects that all services such as corrections for software flaws and other items will be included in the yearly support charges.

761. License Grant and Restrictions, Not mentioned. Should be addressed upon negotiation of contract.

SDE Response: SDE cannot respond to this question as it was unclear what the questioner was asking.

762. Infringement, P.79; G.10. The first sentence of this section is too general and should be narrowed to hold the contractor responsible only for breach of a 3rd party's intellectual property rights.

Recommend deleting the 1st sentence after the word "employees" and inserting the following:

"from and against any third party claims that Contractor has breached any U.S. copyright and patent laws in the performance of this Contract."

Further recommend that the following language be deleted from the second to last sentence:

"or otherwise enforce the obligations of Contractor to the State"

SDE Response: No. The State will not change the Infringement clause in the ProForma Contract.

763. Intellectual Property, Not mentioned. Should be addressed upon negotiation of contract.

SDE Response: The ProForma Contract has been revised to include Section E16, which reads, "State Ownership of Work Products. The State shall have all ownership right, title, and interest, including ownership of copyright, in all work products created, designed, developed, derived, documented, installed, or delivered to the State under this Contract. The State shall have royalty-free and unlimited rights to use, disclose, reproduce, or publish, for any purpose whatsoever, all said work products. The Contractor shall furnish such information and data upon request of the State, in accordance with the Contract and applicable State law.

764.8. Confidentiality, P.79; G.9

The terms of this section are acceptable but need to be made mutual in that the section only protects the confidential information of the state.

Recommend changing references to "Contractor" or "State" to "parties" or "party," as the context requires, in order to make the rights and obligations of the section mutual.

SDE Response: No. The State will not change the Confidentiality clause in the ProForma Contract.

765. Payment Issues, P. 73 E.3

The Contractors' compensation is contingent upon satisfactory completion of project milestones. This is a vague and undefined acceptance standard.

Recommend that the contractor should be paid strictly upon completion of milestones and that the word "satisfactorily" should be deleted.

SDE Response: No. The State will not change the Payment Methodology clause in the ProForma Contract.

766. P. 74; E.4 Contractors will not be reimbursed for travel, meals, or lodging.

Recommend requiring such reimbursement using the following language:

"State shall compensate Contractor for reasonable travel-related expenses (including meals and lodging) incurred in performance under the contract."

SDE Response: The current pricing structure should include all contractor's costs as stated in Attachment 9.2.

767.P.74; E.6 The State reserves the right not to pay on disputed amounts.

Recommend clarifying that the parties will enter into good faith discussions in order to resolve any dispute over invoiced amounts, and that State shall not have the right to unilaterally withhold payment on invoices submitted by the contractor in good faith.

SDE Response: No. The State will not change the Invoice Reductions clause in the ProForma Contract.

768.P. 74; E.7 The State reserves the right to make reductions from amounts due to the vendor under the Contract or any other contract between the State and the vendor amounts which are or will become due to the State by the contractor.

Recommend deleting this section in its entirety. Any amounts that may be owed to the State by the Contractor should be treated separately from amounts due to the Contractor under this Contract.

SDE Response: No. The State will not change the Deduction clause in the ProForma Contract.

769.Reporting Requirements, P.76; F.10

Contractor must submit brief, periodic progress reports as requested.

Recommend inserting the word “reasonably” before “requested.”

SDE Response: No. The State will not change the Progress Reports clause in the ProForma Contract.

770.HIPAA Compliance, P.80; G.16

The selected contractor must warrant that it is familiar with and will comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and its accompanying regulations. The final sentence of the section obligates the vendor to sign any documents reasonably necessary to keep State and Contractor in compliance with HIPAA.

Recommend that the last sentence be deleted to allow contractor the ability to review and consider such documents before signing.

SDE Response: No. The State will not change the HIPPA Compliance clause in the ProForma Contract.

771.12. Performance Bond / Surety Deposit P. 77; G.4

The selected contractor must furnish a performance bond of \$5M for the period of 01/01/04 – 06/30/05 and \$2.5M for the period of 07/01/05 – 06/30/08. The bond must be provided no later than 01/16/04. A surety deposit may be substituted if approved by the State. (See Attachment 9.7)

It is customary in contracts of this nature to require either a performance bond or to allow for the contingency of liquidated damages. Which would the State prefer?

SDE Response: The Performance Bond is required as stated in Section 4.4 of the RFP and Section G4 of the ProForma Contract. The proposer has the option of providing a surety deposit in lieu of the Performance Bond.

772.Available Funds, P.77; G.3

The Contract is subject to the appropriation of available State and/or Federal funds are not appropriated or are unavailable, the State will have the right to terminate and the Contractor will be paid for services satisfactorily completed as of the date of termination.

Recommend deleting the word “satisfactory.”

SDE Response: No. The State will not change the Availability of Funds clause in the ProForma Contract.

773. Incorporated Documents / Order of Precedence P.78; G.5

The following documents are incorporated into the Contract in order of precedence:

the Contract and its attachments;

Clarifications and addenda made to the proposal;

the RFP and its amendments;

Technical Specifications; and

the proposal.

Recommend placing the Proposal and Technical Specifications before the RFP in the order of precedence.

SDE Response: No. The State will not change the Incorporated Documents/Order of Precedence clause in the ProForma Contract.

774. Objections to RFP Terms.

P.8; Section 3, paragraph 3.12.1. P.14; Section 5, paragraph 5.2.2.1, P.20; Section 6, paragraph 6.3.6

The contractual language is submitted in the form of a Pro Forma Contract. Recommend accepting an intent to negotiate the terms upon contract award. However, if specific language is inserted in place of existing language, use the language provided in this document.

SDE Response: The language of the RFP and the ProForma Contract remain as written *unless* revised by the State.

775. Based upon the initial indication (section 1.1 page 2) that information is collected for over 940,000 students, confirmation is requested for the ADM pricing calculations (total 664,000) detailed in the four-year roll-out in Attachment 9.2.

SDE Response: The total in Attachment 9.2 assumes that Metro Nashville, Knoxville, Hamilton county and Memphis will not use the SSMS.

ATTACHMENT 9.3
REVISED PER AMENDMENT 1
TECHNICAL PROPOSAL EVALUATION FORMAT
RFP # 331.25-001

Proposer Name

Evaluator

Date

PROPOSAL EVALUATIONS CATEGORY (AND RELATED CRITERIA)	SCORE
<p><u>General Proposer Qualifications and Experience (Maximum Points: 35)</u></p> <ul style="list-style-type: none">- vendor credentials- Proposer's background including an organizational history- whether the Proposer or any of the Proposer's employees, agents, independent contractors, or subcontractors have been convicted of, pled guilty to, or pled <i>nolo contendere</i> to any felony- pending litigation against the Proposer- bankruptcy or insolvency proceedings- organizational chart highlighting key personnel assigned to accomplish the work called for in this RFP- proposed project team, members, and organizational structure- personnel roster and resumes of key people assigned to the proposed project- performance of current contractual relationships with the State of Tennessee or those completed within the previous five year period- customer references for similar projects representing both the three largest accounts currently serviced by the vendor and three completed projects- documentation of Proposer commitment to diversity	

Technical Approach (Maximum Points: 35)

- vendor's understanding of the requirements of the project and the project approach and management and the project schedule; items are scored on a raw point scale and each item is weighted. General guidelines for assigning points are as follows:

- 0 -- No value
- 1 -- Poor
- 2 -- Below Average
- 3 -- Average
- 4 -- Above Average
- 5 -- Excellent

The sections labeled Project Understanding and Approach and Project Schedule will be evaluated with this scale.

- how the Proposer will complete the scope of services as required, including functionality, implementation, training and support; items are identified as Most Desirable (M); Desirable (D); and Optional (O). The proposer is to respond with a Yes or No to each item.

The sections labeled Functional Requirements and Implementation, Training, and Support will be evaluated with this scale.

TOTAL TECHNICAL PROPOSAL SCORE:

TECHNICAL APPROACH -- 35 POINTS**PROJECT UNDERSTANDING AND APPROACH -- 5 POINTS**

TOTAL RAW WEIGHTED SCORE _____ X 5 = _____
POSSIBLE RAW WEIGHTED SCORE (25)

FUNCTIONAL REQUIREMENTS -- 16 POINTS

TOTAL RAW WEIGHTED SCORE _____ X 16 = _____
POSSIBLE RAW WEIGHTED SCORE (5886)

IMPLEMENTATION, TRAINING AND SUPPORT -- 12 POINTS

TOTAL RAW WEIGHTED SCORE _____ X 12 = _____
POSSIBLE RAW WEIGHTED SCORE (190)

PROJECT SCHEDULE -- 2 POINTS

TOTAL RAW WEIGHTED SCORE _____ X 2 = _____
POSSIBLE RAW WEIGHTED SCORE (5)

TOTAL TECHNICAL APPROACH POINTS

5.24 Technical Approach

PROJECT UNDERSTANDING AND APPROACH

Contract Attach./Sect.	Rate the following:	Score	Wt.	Weighted Score
5.2.4.1	Proposer's comprehensive narrative, captioned "Project Understanding", that illustrates the Proposer's understanding of the State's requirements and project schedule.		1	
5.2.4.2	Proposer's comprehensive narrative, captioned "Project Approach", that illustrates how the Proposer will complete the scope of services, accomplish required objectives, and meet the State's project schedule.		2	
5.2.4.3	Proposer's comprehensive narrative, captioned "Project Management", that illustrates how the Proposer will manage the project, ensure completion of the scope of services, and accomplish required objectives within the State's project schedule.		2	
	PROJECT APPROACH – TOTAL RAW WEIGHTED SCORE			
	PROJECT APPROACH – POSSIBLE RAW WEIGHTED SCORE			25

A. FUNCTIONAL REQUIREMENTS

A.1 General

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.1.a	Allow SDE to produce extract files to update the EIS system with all additions, deletions, and changes to meet Tennessee State Department of Education requirement (<i>See EIS Manual at www.state.tn.us/education/sm_menu.htm</i>).	M		10	
A.1.b	User-friendly (i.e. Graphical User Interface)	M		10	
A.1.c	Ability to set up user-defined fields for all areas	M		10	
A.1.d	During data entry, ensure that all mandatory data items are captured and prevent acceptance of inconsistent or invalid data	M		10	
A.1.e	During data entry, provide drop down menus or user defined selection lists	M		10	
A.1.f	During data entry, provide users the ability to default values	M		10	
A.1.g	Display a meaningful error message when system errors or/and data entry errors are detected	M		10	
A.1.h	Ability to interface with SDE directory (licensure database)	M		10	
A.1.i	Maintain SDE defined years of data online. (i.e. users are able to access and modify previous and next years' data)	M		10	
A.1.j	Query on any field in the SIS database	M		10	
A.1.k	Ability to perform search and sort on any and all data. To include single or combination item search and sort and the ability to use a wild card search.	O		1	
A.1.l	Compatible with Macintosh OS 8.1 or higher running Internet Explorer 5.0 or higher and Windows NT 4.0 or higher running Internet Explorer 5.5 or higher	M		10	
A.1.m	The application must be a state-level centralized web-based system that can support all 136 school districts on a single	M		10	

	database. No workstation client software or code, other than the browser, should be required to run the application. The application and the database must each reside on a separate server. The application and database servers can run in either a Windows or a Unix environment.				
A.1.n	The application must be designed to provide data redundancy through mirroring the application and data at a backup location.	M		10	
A.1.o	Monitoring and tuning of database and application performance and response time must be provided to ensure network and server capacity are efficiently utilized	M		10	
	GENERAL REQUIREMENTS – TOTAL RAW SCORE				
	GENERAL REQUIREMENTS – POSSIBLE RAW SCORE			141	

A.2 Security

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.2.a	Provide multiple access level by fields, data value and type of information. (Levels are to be determined by LEAs)	M		10	
A.2.b	Ability for each LEA to have a security administrator responsible for maintaining field level security.	M		10	
A.2.c	User authentication will be by user-id and password, assigned by LEA security administrator. LEA security administrators will be assigned by State security administrator.	M		10	
A.2.d	Provide users the ability to export data in .xls or comma delimited .txt files.	M		10	
A.2.e	Fully encrypt all data sent via internet using 128 bit secure socket layer per the current Tennessee Information Resources Architecture.	M		10	

A.2.f	Maintains an audit trail or change history (i.e. who, when and what).	M		10	
A.2.g	Allow the districts the ability to define their own user groups for security purposes.	M		10	
A.2.h	Automatic logoff after predetermined amount of time where there is no activity.	M		10	
	SECURITY REQUIREMENTS – TOTAL RAW SCORE				
	SECURITY REQUIREMENTS – POSSIBLE RAW SCORE			80	

A.3 District Calendars

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.3.a	Allows for district to have multiple active district calendars	M		10	
A.3.b	Applies rules and provides edits to meet SDE district calendar requirements. (See <i>EIS Manual</i> at www.state.tn.us/education/sm_menu.htm).	M		10	
A.3.c	Allows for modifications to district calendars	M		10	
A.3.d	Ability for districts/schools to flag any or all district calendar record types by calendar number to be extracted for upload to EIS even when no changes have been made to the district calendar	M		10	
A.3.e	Allow only valid events (EIS Manual, Appendix A – Calendar Event/Designated Day Types)	M		10	
A.3.f	Edit for a minimum of 180 student days	M		10	
A.3.g	Edit for a minimum of 200 calendar days	M		10	
A.3.h	Edit for a minimum of 10 teacher vacation days	M		10	

A.3.i	Edit for a minimum of 5 in-service/in-service optional days	M		10	
A.3.j	Edit for a minimum of 1 teacher/parent conference days	M		10	
A.3.k	Edit for a maximum of 4 discretionary days	M		10	
A.3.l	Edit for a maximum of 13 stockpile days (total of professional development and inclement weather)	M		10	
A.3.m	Produce the 200 Day Accountability report by district calendar	M		10	
A.3.n	Query showing the 200 Day Accountability data with calendar event details by district calendar	M		10	
	DISTRICT CALENDARS REQUIREMENTS – TOTAL RAW SCORE				
	DISTRICT CALENDARS REQUIREMENTS – POSSIBLE RAW SCORE			140	

A.4 School Calendars

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.4.a	Allows for a school to have multiple active school calendars (instructional program)	M		10	
A.4.b	Create school calendar from a district calendar	M		10	
A.4.c	Allows for modification to school calendar	M		10	
A.4.d	Applies rules and provides edits to meet SDE school calendar requirements. (See <i>EIS Manual at www.state.tn.us/education/sm_menu.htm</i>).	M		10	
A.4.e	Ability for districts/schools to flag any or all school calendar record types by school calendar number to be extracted for	M		10	

	upload to EIS even when no changes have been made to the school calendar				
A.4.f	Edit for a minimum of 180 student days	M		10	
A.4.g	Edit for a minimum of 200 calendar days	M		10	
A.4.h	Edit for a minimum of 10 teacher vacation days	M		10	
A.4.i	Edit for a minimum of 5 in-service/in-service optional days	M		10	
A.4.j	Edit for a minimum of 1 teacher/parent conference days	M		10	
A.4.k	Edit for a maximum of 4 discretionary days	M		10	
A.4.l	Edit for a maximum of 13 stockpile days (total of professional development and inclement weather)	M		10	
A.4.m	Do not allow a individual school to indicate stockpile professional development option if the district stockpiles professional development (this option is only if the district does not stockpile professional development)	M		10	
A.4.n	Create 9 funding periods for reporting to SDE (each funding period should contain 20 instructional days)	M		10	
A.4.o	Adjust funding period begin and end dates for changes to calendar, periods 1-8 must have 20 days, period 9 may be reduced for valid changes	M		10	
A.4.p	Produce the 200 Day Accountability report by school calendar	M		10	
A.4.q	Query showing the 200 Day Accountability data with school event details and the begin and end dates by funding period by district calendar	M		10	
A.4.r	Ability to define and utilize multiple time intervals for reporting (i.e. daily, month-to-date, month-end, quarterly, year-to-date, annually, working days, semester, weekly).	M		10	
	SCHOOL CALENDARS REQUIREMENTS – TOTAL RAW SCORE				
	SCHOOL CALENDARS REQUIREMENTS – POSSIBLE RAW SCORE			180	

A.5 Student Demographics

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.5.a	Student Demographic Data				
	Full student name (first name, middle name, last name, suffix)	M		10	
	Student nickname	M		10	
	Social Security Number (required unless Student PIN is provided)	M		10	
	Student PIN (should only be used if Social Security Number is not available and then it is required)	M		10	
	Gender, Date of Birth, Birthplace, multiple birth	M		10	
	Home Language	M		10	
	Ethnicity	M		10	
A.5.b	Student previous Social Security Number	M		10	
A.5.c	Student previous name (first name, last name)	M		10	
A.5.d	Student Previous PIN	M		10	
A.5.e	Ability to determine number of days enrolled during 20-day period, number of days attended in 20-day period	M		10	
A.5.f	Title 1 instruction being administered, title 1 support services being offered	M		10	
A.5.g	Preferred language of communication	M		10	
A.5.h	Track student's "living with" information				
	Add multiple addresses for student, parents, or/and guardians	M		10	
	Parent/guardian/contact relationship code	M		10	
	Parent/Guardian/Contact Title	M		10	

	Address type (I.e., residential and mailing)	M		10	
	Ward of State Indicator	M		10	
A.5.i	Separate home, work, fax, pager, cell and emergency telephone number for each contact and the contact's preferred method of communication	M		10	
	Track student's emergency contact, family doctors, joint custody and homelessness	M		10	
	Email of each contact	O		1	
	Flag for parent/guardian not having rights to see student (restraining order, parent pickup rights)	M		10	
A.5.j	Track whether a student's parents have invoked their right to keep student info private (Privacy Status)	M		10	
A.5.k	Track information (type of services to be received) for students with 504 plan	M		10	
A.5.l	Allow student to have multiple current classifications and maintain classification history with begin and end dates for the school year	M		10	
A.5.m	Maintain student standard day and history including begin and end dates for each student standard day	M		10	
A.5.n	Maintain student history for a SDE defined number of years after graduation	M		10	
A.5.o	Track Homeroom	M		10	
A.5.p	Refusal to release Social Security number indicator (Note use of SSN or student ID number)	M		10	
A.5.q	Track program of Study	M		10	
A.5.r	Section 504 start date, end date, and accommodation fields (codes)	M		10	
A.5.s	Student membership information				
	Book Assignment (Include textbook indicator for lost, returned or damaged books)	M		10	

	Locker assignment	M		10	
	Parking eligibility and decal number	M		10	
	Off-Campus lunch eligibility	M		10	
	Parental consent for student Internet access	M		10	
	Sports participation (report to State)	M		10	
A.5.t	Scholarship Data				
	Merit Scholar	M		10	
	Academic scholar	M		10	
	Gold Seal Recipient	M		10	
	National Merit/Achievement/Hispanic Scholar	M		10	
A.5.u	Provide flags for special student circumstances (e.g., medical alert, guardian alerts)	M		10	
A.5.v	Allow for student to be flagged as ineligible for funding, and maintain history of status	M		10	
A.5.w	Track student grade assignment and maintain history with grade begin and end dates for school year	M		10	
A.5.x	Ability for districts/schools to flag any or all student record types by student Social Security Number or PIN Number to be extracted for upload to EIS even when no changes have been made to the student's data	M		10	
A.5.y	Do not allow both a student SSN and PIN number but do allow PIN number to be changed to SSN at a future date	M		10	
A.5.z	Ability to add user-defined fields for student demographics	M		10	
A.5.aa	Report showing Student Demographic Information	O		1	
A.5.bb	Generate student reports to multiple parents with different mailing addresses	D		6	
A.5.cc	Report of Students by Last Name	O		1	
A.5.dd	Report of Students by Gender	O		1	
A.5.ee	Report of Students by Student ID	O		1	

A.5.ff	Report of Students by Town/Country Code	O		1	
A.5.gg	Report of Students – Parent/Guardian	O		1	
A.5.hh	Report of Students – Telephone	O		1	
A.5.ii	Report of Household Addresses by Student	O		1	
A.5.jj	Report of Student List by Billing Household	O		1	
A.5.kk	Student List by Residence Household	O		1	
A.5.ll	Student Ethnic/Race Report by Ethnic/Race Code	M		10	
A.5.mm	Student Ethnic Race Report by Student	O		1	
A.5.nn	Ethnic Tallies by Grade	O		1	
A.5.oo	Address List Sorted by Street	O		1	
A.5.pp	Alpha List All Students Sorted by Grade Level	O		1	
A.5.qq	Alpha List by Guidance Counselor	O		1	
A.5.rr	Birthday List by Specified Month	O		1	
A.5.ss	Report of Ethnic Breakdown by Grade	M		10	
A.5.tt	Report on ethnic distribution	O		1	
A.5.uu	Students Standard Data Report	O		1	
A.5.vv	Student Address Labels	O		1	
A.5.ww	Student Parking Sticker Report	O		1	
A.5.xx	Emergency Contacts by Student Report	D		6	
A.5.yy	Student Locker Listing	O		1	
	STUDENT DEMOGRAPHICS REQUIREMENTS – TOTAL RAW SCORE				
	STUDENT DEMOGRAPHICS REQUIREMENTS – POSSIBLE RAW SCORE			514	

A.6 Enrollment/Transfer/Withdrawal

Contract	Rate the Following:	Importance	Proposer	Points for	Score (For
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Attach./ Sect.		Rating (Most Desirable/ Desirable/ Optional)	Response	'Yes' Response	State's Use Only)
A.6.a	Allow for students with dual enrollments, home school and service school for students receiving services outside of their home school	M		10	
A.6.b	Roll student's demographic data from previous school year to the new school year and generate a "E" enrollment on first day of attendance for all returning students at their designated normal progression school (will not roll data at former school)	M		10	
A.6.c	Ability for districts/schools to select fields to be rolled over from previous year	M		10	
A.6.d	Permit a student enrolled as an "E" on the first day of attendance to be withdrawn on first day of attendance	M		10	
A.6.e	Track student's school assignment, grade, reason for entry, assignment date, homeroom etc.	M		10	
A.6.f	Track services for students at more than one school, student taking classes at school other than home school (service school enrollment)	M		10	
A.6.g	Warn or lock out enrollment of a student with active suspension or expulsion	M		10	
A.6.h	Support automatic grade promotion process (i.e. from 4th grade to 5th grade) unless specifically marked in system to hold student back or student failed to fulfill requirements for next grade level.	M		10	
A.6.i	Able to produce enrollment package (e.g. demographic information, class schedule)	M		10	
A.6.j	Report on primary school and additional school	M		10	
A.6.k	Transfer student record from one school to another within the district. Carry forward user-defined information (ethnicity etc.) when a student is transferred from one school to another within	M		10	

	the district				
A.6.l	Track student withdrawal information (e.g. withdrawal reasons, withdrawal dates, comments etc.)	M		10	
A.6.m	Cancel student withdrawal	M		10	
A.6.n	Reassign classes to student upon re-enrollment during the same school year	M		10	
A.6.o	System should not allow student PIN Numbers to be re-assigned, assigned to more than one student.	M		10	
A.6.p	Check transfer records for immunization and health record flags	M		10	
A.6.q	Check student information to ensure the student is not already actively enrolled (using name, SSN or PIN) at another school statewide	M		10	
A.6.r	Ability to print list of transfer students	O		1	
A.6.s	Enrollment/Transfer/Withdrawal Reporting				
	New Student Enrollment Report	O		1	
	Students Dropped from Enrollment Report	O		1	
	Student Re-entered Report	O		1	
	Report on inactive students showing their withdrawal information	O		1	
	Enrollment Codes Report	O		1	
	Report on active students for a user specified time range	O		1	
	Report on students withdrawn during a user specified time range by withdrawal codes	O		1	
	Report on enrollment counts by enrollment codes	O		1	
	Report on currently active students by school	O		1	
	Re-entry Codes Report	O		1	
	Withdrawal Codes Report	O		1	
	Report of Age in Grade Level	O		1	

	ENROLLMENT/TRANSFER/WITHDRAWAL REQUIREMENTS – TOTAL RAW SCORE				
	ENROLLMENT/TRANSFER/WITHDRAWAL REQUIREMENTS – POSSIBLE RAW SCORE			183	

A.7 Master Scheduling Pre-registration and Tallying

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.7.a	Maintain centralized District Course Catalog (i.e. all class offerings district wide in a centralized catalog).	M		10	
A.7.b	Maintain credit weight by course in the District Course Catalog	M		10	
A.7.c	Maintain whether a course can be taken pass/no pass in the District Course Catalog.	M		10	
A.7.d	Add and inactivate courses from District Course Catalog.	M		10	
A.7.e	Maintain Local Course Catalog by school	M		10	
A.7.f	Ability to add special courses which are not published but are in approved table for the school or District	M		10	
A.7.g	Add and remove courses from Local Course Catalog by selecting and deselecting from District Course Catalog	M		10	
A.7.h	Specify whether a course is offered in fall, spring, summer or a combination of the three	M		10	
A.7.i	Specify whether a course is contained in the college core curriculum at the State, district and school level.	M		10	
A.7.j	Produce a course roster report	M		10	
A.7.k	Allow each individual school to flag those courses in their Local Course Catalog which are available to all students district-wide (rather than available only to students within that school).	M		10	

A.7.l	Produce personalized list of suggested course election for a student based on the course offerings, student's graduation requirements, student's special needs (e.g. Individual Education Plan, Bilingual/ELL etc.), credits earned on the student's transcript, and student's current schedule. The suggested course election should list only those courses available to the individual student. For areas where the student can choose between multiple courses, each course should be listed.	M		10	
A.7.m	Provide for global course change/add/delete/replace on the suggested course elections based on global searches. The system should allow the user to select a group of students and make changes to the suggested course elections for all students within the selected group.	M		10	
A.7.n	Specify student preferences for alternative electives (i.e. during scheduling, the system will attempt to schedule student with his or her first choice elective, but if not possible attempt to schedule for his or her second choice etc)	M		10	
A.7.o	Produce warning message when the user attempts to elect a course for a student that the student has already passed, even if the student passed only one semester of a two-semester course.	M		10	
A.7.p	Produce warning message when the user attempts to elect a course for a student that the student is currently taking.	M		10	
A.7.q	Produce warning message when the user attempts to elect a course for a student that the student is ineligible to take or is missing prerequisite(s).	M		10	
A.7.r	Identify whether a course request on a student's course election requires special Ed service. The system will use this data to determine how many Special Ed sections are required and to schedule the student into a Special Ed section.	M		10	
A.7.s	Identify for each course request on a student's course election whether the student requires bilingual/ELL/alternative instruction. The system will use this data to determine how	M		10	

	many bilingual/ELL/alternative instruction sections are required and to schedule the student into the appropriate section.				
A.7.t	Ability to create a 4-year plan for student scheduling (University Track)	M		10	
A.7.u	Provide online tally report to show the total number of course requests for each course updated real-time. Provide drill-down capability from the tally into the course elections that make up the tally.	M		10	
A.7.v	Automatically determine # of courses and sections required, based on course election.	M		10	
	MASTER SCHEDULING PRE-REGISTRATION AND TALLYING REQUIREMENTS – TOTAL RAW SCORE				
	MASTER SCHEDULING PRE-REGISTRATION AND TALLYING REQUIREMENTS – POSSIBLE RAW SCORE			220	

A.8 Master Scheduling Build

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.8.a	Maintain a list of schools and related data (e.g. school ID, address etc.)	M		10	
A.8.b	Maintain multiple school calendars for a school.	M		10	
A.8.c	Support different kinds of school calendars (including: 9 weeks, quarters, trimesters, and semesters, year-round).	M		10	
A.8.d	Support different numbers of periods per day and week (i.e. 4 periods/day, 8 periods/day, rotating schedules etc.) The system should allow the user to define start and end times for periods by school calendars	M		10	
A.8.e	Ability to schedule lunch period.	M		10	

A.8.f	Allow for multiple class period durations at a school.	M		10	
A.8.g	Set a maximum size parameter for each section of a course.	M		10	
A.8.h	Maintain a list of rooms by school related room information (type of room)	M		10	
A.8.i	Set a maximum size parameter for each room. The system should not exceed the lesser of either the room maximum or the section maximum.	M		10	
A.8.j	Specify bilingual/ELL/Alternative language sections and the language of instruction for K-12	M		10	
A.8.k	Specify special Ed sections (i.e. types of special Ed service).	M		10	
A.8.l	Ability to specify special Ed course codes with multiple grade levels	M		10	
A.8.m	Set maximum number of subjects each teacher can teach. Each teacher can teach a predetermined number of classes. The system should allow the user to define on a teacher-by-teacher basis how many classes each teacher can teach.	M		10	
A.8.n	Assign teachers to specific courses based on endorsements/certifications.	M		10	
A.8.o	Assign teachers to specific sections based on endorsements/certifications. (e.g. bilingual, ELL sections)	M		10	
A.8.p	Assign multiple teachers to one section (i.e. team teaching). For example, an English I section may have an English teacher and a Special Ed teacher. The system should show both teachers on the master schedule and on the student programs.	M		10	
A.8.q	Specify valid periods by courses or by section if applicable. Some periods defined in the system are only valid with certain courses. System must allow user to note what periods are valid with each course or section. If no values are assigned, the system should assume that the course could be taught during any period. This includes assigning valid lunch periods.	M		10	
A.8.r	Roll-over master schedule from previous year and make modifications if appropriate	M		10	

A.8.s	Specify non-instructional teacher periods (preparation, counseling, duties) by teacher by school.	M		10	
A.8.t	Facilitate block (multiple-period class meetings) scheduling. (i.e.. an English class might meet for two consecutive periods on Monday and Wednesday and Math class for two consecutive periods on Tuesday and Thursday rather than for a single period each day. For Fridays the blocked classes may meet one period each or meet alternating weeks for two periods each week) the system should support multiple period classes up to at least four consecutive periods as well as non-consecutive periods. The system should allow the user to specify which days in the cycle that the sections will meet.	M		10	
A.8.u	Facilitate block scheduling (e.g. combining multiple number of x weeks sub-courses to make a semester or a year-long course where students in each sub-courses will rotate around - two semester courses such as Government and Health are blocked together to make a year-long course for scheduling purpose).	M		10	
A.8.v	Facilitate scheduling for teams or family style teaching (students from the same team receives teaching from the same group of teachers for core classes. For electives, students are able to receive teaching from non-team teachers)	M		10	
A.8.w	Assign teachers to teams for family style teaching. If teachers are assigned to a team, the system is able to recognize the team and is able to give the teachers in that team a common prep period for planning purposes.	M		10	
A.8.x	Compare the number of course requests to seats provided on the master schedule (as determined by the total sections multiplied by the maximum number of seats per section).	M		10	
A.8.y	Allow user to perform “what-if” analysis by running the master schedule builder multiple times, changing parameters each time. The system should save each master schedule and allow the user to choose which one to use as the master.	M		10	
A.8.z	Sort master schedule according to any of the fields on the master schedule. Users should be able to print the master	M		10	

	schedule according to how they have sorted it (i.e. type of credit, teacher, or students).				
A.8.aa	Display district and school master course summaries	M		10	
	MASTER SCHEDULE BUILDING REQUIREMENTS – TOTAL RAW SCORE				
	MASTER SCHEDULE BUILDING REQUIREMENTS – POSSIBLE RAW SCORE			270	

A.9 Master Scheduling Student Assignment

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for ‘Yes’ Response	Score (For State’s Use Only)
A.9.a	Prioritize students for scheduling based upon a random algorithm. System should not prioritize students according to name or ID.	M		10	
A.9.b	Ability to prioritize scheduling of students based on graduation requirements.	M		10	
A.9.c	System will allow scheduling priorities to be set based upon user defined criteria, including: grade level, graduation requirements, special course requirements, and predecessor course requirements.	M		10	
A.9.d	Assign students to particular sections.	M		10	
A.9.e	Assign students to a specific teacher on a teaching team.	M		10	
A.9.g	Freeze certain sections or courses during the master schedule build process	M		10	
A.9.h	Manually close a section so that no students can be scheduled into that section.	M		10	
A.9.i	Provide mechanism to increase the likelihood that a section will fill (increase its priority).	M		10	

A.9.j	Allow for pullout classes of different lengths than the standard duration, or the ability to change the class duration.	M		10	
A.9.k	Support section leveling equity based on number of students, gender, ethnicity, special Ed, etc.	M		10	
A.9.l	Ability to notify the student's home school of summer school grades and graduations.	M		10	
A.9.m	Treat students with "open" periods as irresolvable conflicts	M		10	
A.9.n	Allow the option of exceeding section maximums when this is the only way to avoid an irresolvable conflict. The system should allow the user to specify by how many or by percentage the system can exceed the section maximum. The system should issue an online warning that can be overridden when this occurs. In contrast with the requirement that prevents section maximums from being exceeded during the proof and final runs, this requirement exists to ensure that a schedule can be produced for a student under any circumstances once school starts.	M		10	
A.9.o	Provide an on-screen report indicating section size maximum, seats filled, and seats remaining by section.	M		10	
A.9.p	Produce an on-screen conflict matrix without printing a report. The system should also allow the user to drill down into the count to see the names of each student requesting the conflicting courses.	M		10	
A.9.q	Provide conflict matrix of each student with irresolvable conflicts, indicating all courses elected and corresponding master schedule class possibilities, and flag master schedule classes that are filled.	M		10	
A.9.r	Roll data for next year's scheduling purposes and ability to update new or changed data. Ability to delete students who withdraw prior to the last day of school from the rolled data.	M		10	
A.9.s	Allow minute by minute scheduling of students.	M		10	
A.9.t	See open classrooms information for each period online (i.e. classrooms unoccupied, number of seats open in each period)	M		10	

A.9.u	See on-screen and print report by room number of all sections scheduled into each room on the master schedule. For combined sections, both sections should be printed.	M		10	
A.9.v	Provide online, real-time access to all queries and reports related to master scheduling at each school (i.e. individual schools should be able to run master schedule build and print schedule master at own sites).	M		10	
A.9.w	Assign book to courses (i.e., title of text adopted for course)	M		10	
	MASTER SCHEDULING STUDENT ASSIGNMENT REQUIREMENTS – TOTAL RAW SCORE				
	MASTER SCHEDULING STUDENT ASSIGNMENT REQUIREMENTS – POSSIBLE RAW SCORE			220	

A.10 Master Scheduling Finalize Schedule

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.10.a	Purge all versions of the master schedule except for the one used for final run (i.e. keeping "what if" queries and revert to a prior version if newer scenario does not produce better success percentage)	M		10	
A.10.b	Custom design layout of the student schedules, detailing the courses and sections each student will be taking for each period per cycle day.	M		10	
A.10.c	Custom design layout of the teacher schedules, detailing the courses and sections each teacher will be teaching for each period per cycle day.	M		10	
A.10.d	Produce class rosters based on subject, course, teacher, or student language category	M		10	

A.10.e	Report on those students who are enrolled at a school without valid schedules.	M		10	
A.10.f	Provide for global course change/add/delete/replace on student schedules based on global searches. The system should allow the user to select a group of students and make changes to the student schedules for all students within the selected group.	M		10	
A.10.g	Maintain an audit trail/change log that specifies the timestamp, user, and program when changes are made to an individual student schedule. The system should also track reason for the change.	M		10	
A.10.h	Automatically remove the student from all of his/her scheduled classes and reduce the class sizes, as well as create teacher notifications when student is withdrawn from a school.	M		10	
A.10.i	Change teacher's grade and attendance books and class roster for both the old and the new course and section assignments when changing a course on a student schedule	M		10	
A.10.j	Recall the last valid schedule for a student if a student who transferred out of a school or was marked as No Show comes back to the school during the same school year. The system should allow the user to reschedule the student into those courses on the last valid schedule, if class size allows.	M		10	
A.10.k	Make available the schedule for the transfer student in the former school online for the new school to refer to when preparing the student's schedule in the new school, when both schools are in the same district.	M		10	
A.10.l	Check that minimum criteria (i.e. passing grade) for pre-requisite class is fulfilled before allowing enrollment to dependent class.	M		10	
A.10.m	Schedule "walk-in" or transfer students manually	M		10	
A.10.n	Weight Special Ed students when counting students in class size limit (i.e. SE student equals 1.5, 2.0, other user defined criteria)	M		10	
A.10.o	Ability to schedule before / after school classes (prior to 1 st period or after last period)	M		10	

A.10.p	Ability to flag any or all class record types by local class number to be extracted for upload to EIS even when no changes have been made to the class data	M		10	
A.10.q	Student Schedule	M		10	
	MASTER SCHEDULING FINALIZE SCHEDULE REQUIREMENTS – TOTAL RAW SCORE				
	MASTER SCHEDULING FINALIZE SCHEDULE REQUIREMENTS – POSSIBLE RAW SCORE			170	

A.11 Attendance

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for ‘Yes’ Response	Score (For State’s Use Only)
A.11.a	Support different types of school calendars (i.e. quarters, trimesters, semesters, full-year)	M		10	
A.11.b	Support different numbers of periods per day and week (i.e. 4 periods/day, 8 periods/day, rotating schedules etc.) The system should allow the user to define start and end times for periods by school calendars.	M		10	
A.11.c	Take attendance by period-by-period, by half day (AM/PM) and by day.	M		10	
A.11.d	Allow for comments concerning attendance.	M		10	
A.11.e	Require teacher verification that attendance has been taken.	M		10	
A.11.f	Enter absences by teacher online	M		10	
A.11.h	Update attendance immediately. The system should allow reporting on attendance by the following period.	M		10	
A.11.i	Do not allow teachers to change attendance data once it has been submitted for the day.	M		10	

A.11.j	Ability to track attendance, period by period, from service school to primary school.	M		10	
A.11.k	Track absence type or reasons.	M		10	
A.11.l	Ability to generate a letter of absences to parents.	M		10	
A.11.m	Track tardy (excused, unexcused and time in).	M		10	
A.11.n	Ability to print 5/10 day letters automatically or manually (switch).	M		10	
A.11.o	Pre-excuse attendance (e.g. a student is away for extracurricular activity)	M		10	
A.11.p	Define student groups (for example - marching band members) for pre-excused attendance; be able to flag early dismissal for all members of the group.	M		10	
A.11.q	Maintain students' absence history. The system should allow the users to specify how much historical data needs to be maintained (i.e. at least two years etc.)	M		10	
A.11.r	Query Average Daily Membership by teacher, class, student or homeroom.	M		10	
A.11.s	Compute Average Daily Attendance Rate	M		10	
	If student attended school less than half day the student gets an absence, if student attended school half a day (3 hours 15 minutes) then the student gets full-day attendance.				
	Average Daily Attendance Rate = Attendance in Days by Student /district Enrollment Days.				
A.11.t	Compute Average Daily Membership - Average Daily Membership = Membership in Days by Student /district Enrollment Days.	M		10	
A.11.u	When a student transfers schools or courses, attendance information is still available.	M		10	
A.11.v	Flag students with different levels of attendance problems	M		10	
A.11.w	Track attendance records and history of students with different levels of attendance problems to social workers	M		10	

A.11.x	Ability for Districts to set up criteria for perfect attendance.	M		10	
A.11.y	Record information of students to Truancy Center (white card information)	M		10	
A.11.z	Maintain attendance totals historically by student	M		10	
A.11.aa	Track early dismissal including reason and time dismissed	M		10	
A.11.bb	Track homebound students	M		10	
A.11.cc	Allow for Special Ed students to be fully serviced at another location other than the home school.	M		10	
A.11.dd	Ability to track total class minutes for a student that is in and out of school during the day to determine if he is considered present for the school day.	M		10	
A.11.ee	Automatically notify appropriate recipients when a student reaches a user-specified number of absence (e.g. 10 unexcused school days)	M		10	
A.11.ff	Generate Absence Letters based on a user-defined number of absences. (e.g. 10 unexcused school days)	M		10	
A.11.gg	Query students with more than user specified consecutive unexcused absent school days or periods	M		10	
A.11.hh	Report student attendance by teacher, student demographics, semester, language category, etc.	M		10	
A.11.ii	Notify Student Services when students under 18 are non-compliant with attendance policy	M		10	
A.11.jj	Notify Tenn. Dept of Safety (DoS) when students under 18 are non-compliant with attendance policy or passing grades are not achieved. Generate document/form for DoS.	M		10	
A.11.kk	Notify Tenn. Dept of Safety when students under 18 are back in compliance with attendance policy or passing grades are achieved. Generate document/form for DoS.	M		10	
A.11.ll	Attendance Reporting				
	Absentees by Homeroom Report	O		1	

	Absentee Report	O		1	
	Phone Master Absentee Report	O		1	
	Student Attendance Report	O		1	
	Absentee Codes	O		1	
	Manual Attendance Roster	O		1	
	Students not in Attendance Report	O		1	
	Count of Students in First Period Classes Report	O		1	
	Actual Enrollment Count Sorted by Course Code and Period	O		1	
	Attendance: Perfect Attendance Report	O		1	
	Attendance: Excessive Absences Report	D		6	
	Attendance: End of Fourth Marking Period Report	O		1	
	Daily Attendance Report	O		1	
	Perfect Attendance Whole Year	O		1	
	Twenty Day Absentee Report	O		1	
	Twenty Day Attendance Report by First Period	O		1	
	Attendance All Classes Report	O		1	
	ATTENDANCE REQUIREMENTS – TOTAL RAW SCORE				
	ATTENDANCE REQUIREMENTS – POSSIBLE RAW SCORE			382	

A.12 Grades

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.12.a	Specify grades per class (i.e. numeric and alpha, Incomplete, Passing, No Grade, Withdrawn, etc.)	M		10	

A.12.b	Specify qualitative grades for Elementary students (i.e. observations).	M		10	
A.12.c	Specify Honors if applicable	M		10	
A.12.d	Specify Honor Roll requirements per grade level	M		10	
A.12.e	Identify Repeated Courses	M		10	
A.12.f	Identify all attempted courses	M		10	
A.12.g	Identify courses taken during Summer Sessions	M		10	
A.12.h	Specify and maintain transfer credit (i.e. credits earned from out of district schools).	M		10	
A.12.i	Provide a drop-down menu for selecting credit value of courses.	M		10	
A.12.j	Show the district and school from which transfer credits were accepted and include in the student's transcript.	M		10	
A.12.k	Allow the teacher class report to follow a student when assigned to another teacher.	M		10	
A.12.l	Provide multiple data entry tools for grade marking (e.g. online, bubble sheets, spreadsheets etc.)	M		10	
A.12.m	Ability to update grade book and submit when complete.	M		10	
A.12.n	Approved personnel can modify grades (for an active student, the student's current school is the keeper for the student record and for an inactive student, the student's most recently attended district school is the keeper of the student record).	M		10	
A.12.o	GPA Calculations				
	Specify calculation of semester GPA (i.e. semester GPA calculation is based on A=4, B=3, C=2, D=1 F=0) for regular classes and additional 0.2 honors differentials is added for each passed honor classes.	M		10	
	Specify calculation of cumulative GPA (i.e. GPA calculation is based on A=4, B=3, C=2, D=1, F=0) for regular classes and additional 0.2 honors differential is added for each passed honor's class. However only a maximum of 16 honor's classes	M		10	

	can be counted towards the cumulative GPA calculation. Maximum cumulative (GPA is 4.4).				
	Ability to identify GPA scale to be used. (Long Avg., etc.)	M		10	
	Allow for GPA calculation using simple average (1-100 point scale).	M		10	
	Convert GPA from 100 point system to 4.0 point system.	M		10	
	Ability to specify rounding rules for GPA calculations.	M		10	
	Ability to exclude a course from a student's GPA by course number.	M		10	
	Calculate overall unweighted GPA using 4.0 point system.	M		10	
	Calculate unweighted GPA using 4.0 point system in the college core curriculum.	M		10	
A.12.p	Calculate semester class ranking based on semester GPA.	M		10	
A.12.q	Calculate cumulative class ranking based on cumulative GPA, earned credit and # of years in district	M		10	
A.12.r	Customize elementary report cards based on grade level	M		10	
A.12.s	Simple instructions for set-up and operation	M		10	
A.12.t	Allow teachers to input letter or numeric grades from the classroom	M		10	
A.12.u	Allow teachers to compute grade by points or percentages	M		10	
A.12.v	Allow teachers to determine the weight of individual assignments and/or categories	M		10	
A.12.w	Compile teacher grade analysis for individual assignments	M		10	
A.12.x	Allow teachers to use "S", "N" or check marks as performance standards	M		10	
A.12.y	Sort classes by name, gender, ethnicity, and student number	M		10	
A.12.z	Allow teachers the ability to work from school or home	M		10	
A.12.aa	Allow teacher to name each assignment individually	M		10	
A.12.bb	Allow teacher to mark an assignment as exempt for a particular	M		10	

	student				
A.12.cc	Allow for extra credit	M		10	
A.12.dd	Ability to import and export data to and from district sources	M		10	
A.12.ee	Allow for additional comments				
	Allow for individual comments that could provide continuous history of the child's academic progress	D		6	
	Additional comments from a user defined list	D		6	
	Allow additional room for comments about grades to be entered	D		6	
A.12.ff	Allow special grade codes (I.e. NB = No Book)	M		10	
A.12.gg	Allow flexibility to change grades, averages and drop grades	M		10	
A.12.hh	Allow flexibility on report card format and data	M		10	
A.12.ii	Ability to set sort flags for report card distribution	M		10	
A.12.jj	Flag notification of missing or incomplete grades	M		10	
A.12.kk	Auto-fill grades, i.e. assign same grade to an entire class of students; be able to toggle on/off for auto-fill	M		10	
A.12.mm	Query students who are below and above a user-specified GPA or grade by single or multiple criteria (i.e. grade level, teacher, subject, alphabetically, etc).	M		10	
A.12.nn	Generate Student Reports				
	Generate Progress Reports on-demand for one student or entire class of students.	O		1	
	Generate Deficiency Reports on-demand for one student or entire class of students.	O		1	
	Generate Grade Reports for user-specified grade reporting period (e.g. a grade report may include 9 week progress, final exam grade and final course grade)	O		1	
	Generate reports for failing students in order to properly notify and verify with student's parents/guardians.	D		6	
	Create grade reports by student and class for individual	O		1	

	assignments				
	Report of Students-GPA	O		1	
	Grade Type Listing by Category	O		1	
	Grade Type Listing by Type	O		1	
	Grade Code List by Code	O		1	
	Honor Roll Criteria Report	O		1	
	Grade Verification Report	O		1	
	Report of Students Missing Grades	D		6	
	Alphabetic Honor Roll List	O		1	
	Class Rank Report by Class	O		1	
	Semester Grade Roster	O		1	
	Tally of Grades by Instructor	O		1	
	Transcript Reports	O		1	
	Class Rank List Sorted by GPA Order	O		1	
	Failure Letter Fourth Marking Period	O		1	
	Failure Lists First Semester	O		1	
	Produce Report Card Verification Sheet	O		1	
A.12.oo	Produce Transcript Labels	M		10	
A.12.pp	Produce letters to the parent giving notification of courses the student is in danger of failing	M		10	
A.12.qq	Produce Transcripts showing course, course location, subject, grade, credit, Honors, Repeated Course, Summer Session, class rank, cumulative GPA, semester GPA, earned credit, credit analysis and results by year (grade) by student. Print Unofficial Transcripts and Official Transcripts by student, by grade or by school.	M		10	
A.12.rr	Produce Report Cards for Students	M		10	
	GRADES REQUIREMENTS – TOTAL RAW SCORE				

	GRADES REQUIREMENTS – POSSIBLE RAW SCORE			539	
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A.13 Graduation Requirement

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.13.a	Track whether a student graduated (Y, N, or blank), diploma received (Y or N), and future plans (i.e. 2-year college, 4-year, etc.)	M		10	
A.13.b	Specify overall credit requirements by subject by grade for graduation.	M		10	
A.13.c	Specify credit requirements by subject by grade.	M		10	
A.13.d	Maintain multiple versions of graduation requirements by school or by year.	M		10	
A.13.e	Specify a version of graduation requirements by student.	M		10	
A.13.f	Ability to specify diploma type by student (Regular, Special Education, GED).	M		10	
A.13.g	Default diploma type to Regular Diploma.	M		10	
A.13.h	Track early withdraw code vs. early withdraw for GED graduates.	M		10	
A.13.i	Specify calculation of total earned credits. (i.e. total earn credits calculation is based on the sum of the credit weighting for all applicable courses).	M		10	
A.13.j	Track student progress towards graduation (i.e. credit analysis - credit required, credit obtained and credit remaining).	M		10	
A.13.k	Track English and Spanish versions of Tennessee High School Competency Exam results (i.e. Composition, Language Arts, Reading, Mathematics, Social Studies, Science)	M		10	

A.13.l	Allow for individual course waivers	M		10	
A.13.m	Verify that credits and attendance are achieved in order to fulfill graduation or promotion requirement	M		10	
A.13.n	Create scholarship warnings Report	M		10	
A.13.o	Produce honor roll and Straight "A" letters	M		10	
A.13.p	Students by Degree Type Report	M		10	
A.13.q	Students by Graduation Year Report	M		10	
	GRADUATION REQUIREMENTS – TOTAL RAW SCORE				
	GRADUATION REQUIREMENTS – POSSIBLE RAW SCORE			170	

A.14 Testing/Assessment

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.14.a	Import test results for tests including, but not limited to, TerraNova, Reading Assessment (English and Spanish), Writing Assessment, National Assessment of Education Progress (NAEP), High school Competency Exam, Gateway, et al.	M		10	
A.14.b	Gateway weighting to include verification that attendance and credits are achieved in order to fulfill promotion or graduation requirements.	M		10	
A.14.c	Ability to upload test results for TerraNova at State level, not at districts or schools.	M		10	
A.14.d	Ability to pull faculty and student data from SDE database for State testing.	M		10	
A.14.e	Track in-house developed tests	M		10	
A.14.f	Analyze improvement/progression for students and programs.	M		10	

	The system should facilitate analysis for a single student, grade, school, cluster, program, or English proficiency category.				
A.14.g	Change as assessment requirements change (i.e. a new test is developed and results need to be tracked)	M		10	
A.14.h	Maintain test and assessment history	M		10	
A.14.i	Set exclusion flags on students who may be excluded from having to pass a course or test	M		10	
A.14.j	Provide 'Free and Reduced Lunch' indicator for testing	M		10	
A.14.k	Provide history of cumulative testing files by student	M		10	
A.14.l	Record tests such as TCAP, Gateway, ACT, PSAT, AP scores, etc.	M		10	
A.14.m	Create test results by class to send to teachers	M		10	
A.14.n	Collect and record various types of test scores (e.g. Stanine, raw, % scaled, standard deviation)	M		10	
A.14.o	Online access to test scores	M		10	
A.14.p	Maintain at least 3 years test data	M		10	
A.14.q	Produce a report that compares course grades to commensurate TCAP assessment results, by teacher	M		10	
A.14.r	Create report when a student does not meet requirement for the grade level	M		10	
A.14.s	Report on student test information at any level. (E.g. multiple test by student, grade, school, language category, etc.)	M		10	
A.14.t	Classify or group test info by parameters (i.e. a content standard in math) and produce a report by that standard	M		10	
	TESTING/ASSESSMENT REQUIREMENTS – TOTAL RAW SCORE				
	TESTING/ASSESSMENT REQUIREMENTS – POSSIBLE RAW SCORE			200	

A.15 Discipline

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.15.a	Track disciplinary offenses and actions by student	M		10	
A.15.b	Allow disciplinary action duration to cross school years	M		10	
A.15.c	Categorize type of offenses (valid codes are in EIS Manual)	M		10	
A.15.d	Ability to add disciplinary reasons by district, in addition to the State approved reasons, and convert to a valid State reason code	M		10	
A.15.e	Track type and length of student consequence(s)/disciplinary intervention(s) (e.g. in-school suspension, community service, short term suspension, long term suspension, expulsion etc.) by student	M		10	
A.15.f	Allow district the option of moving or not moving disciplinary data upon transfer within district	M		10	
A.15.g	Do not allow more than 10 days total of suspension for Special Education students per school year	M		10	
A.15.h	Ability for a district to define a disciplinary infraction point system	M		10	
A.15.i	Define types of consequences/disciplinary interventions by school	M		10	
A.15.j	Track discipline referrals by teachers, department, date, etc.	M		10	
A.15.k	Apply disciplinary actions to attendance automatically (mark as absent)	M		10	
A.15.l	Maintain student's disciplinary history and produce report ("Rap sheet")	M		10	

A.15.m	Control access to student's disciplinary records (i.e. only approved personnel from the school the student is currently attending should be able to see student's disciplinary history records)	M		10	
A.15.n	Query students suspended, expelled, or remanded by type of offense and/or date	M		10	
A.15.o	Allow alternative schools to be able to indicate half-day scheduling (i.e. morning/afternoon) that is used in continuation schools	M		10	
A.15.p	Track if an alternative school student has received his/her GED	M		10	
A.15.q	Validate student birthday vs. action code to determine if action is allowed for age	M		10	
A.15.r	Track expulsions				
	Ability to indicate an expulsion was due to zero tolerance	M		10	
	Indicate zero tolerance expulsions on End of Year report	M		10	
A.15.s	Build a conduct/incident history tracking file for juvenile offenders, i.e. probation officer information, DJJ involvement and contact information	M		10	
A.15.t	Ability to change begin and end dates for zero tolerance offenses	M		10	
A.15.u	Allow for additional zero tolerance rules (bus suspension, etc.)	M		10	
A.15.v	Generate incident tracking number	M		10	
A.15.w	Ability to email notifications for teacher / student complaints using the tracking number for future reference	M		10	
A.15.x	Ability to insert comments into student's discipline incident or history report	M		10	
A.15.y	Note primary and secondary offenses	M		10	
A.15.z	Ability to indicate "Child in State Custody"	M		10	
A.15.aa	Generate warnings for Special Ed students Disciplinary Actions	M		10	
A.15.bb	Generate notifications to student's original school	M		10	

	(administrator) regarding the student's progress at alternative schools (grades, attendance etc.)				
A.15.cc	Ability to print incident report immediately in security office	M		10	
A.15.dd	Ability to automatically notify parents of discipline events: printed letter, email, integration to IVR system, etc.	M		10	
A.15.ee	Individual Student Discipline Profile	M		10	
A.15.ff	Notice of Disciplinary Action	M		10	
A.15.gg	Total Number of Suspensions and Expulsions for Current Year	M		10	
A.15.hh	Discipline Counts by Code Excluding ISS	M		10	
A.15.ii	Discipline Counts by Code for ISS	M		10	
A.15.jj	Discipline Master Log	M		10	
A.15.kk	Discipline Report Lists # of Occurrences per Day	M		10	
	DISCIPLINE REQUIREMENTS – TOTAL RAW SCORE				
	DISCIPLINE REQUIREMENTS – POSSIBLE RAW SCORE			380	

A.16 Transportation

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.16.a	Track whether students are taking buses to school or not.	M		10	
A.16.b	Track whether students are taking buses to Vocational/Career Enrichment Center (CEC) or not	M		10	
A.16.c	Track student's transportation information (eligibility and bus stop information)	M		10	
A.16.d	Allow for multiple bus numbers for AM/PM	M		10	
A.16.e	Track school zone when a student travels outside of the home	M		10	

	school zone.				
A.16.f	Track route, stop locations, pick-up time, drop-off time, and last revision date of a route (need to determine what this is for)	M		10	
A.16.g	Track bus ridership	M		10	
A.16.h	Ability to mass change the bus number for all students assigned to a specific bus	M		10	
A.16.i	Ability for schools to see route sheet	M		10	
A.16.j	Print Transportation Roster by School	M		10	
A.16.k	Print stickers with route information for students on first day of school (Elementary)	M		10	
A.16.l	Busing Information by Student	M		10	
A.16.m	Students by Bus Number/Route	M		10	
A.16.n	List of Bus Riders on Selected Bus	M		10	
A.16.o	Track students bus eligibility. Track students by bus route, including students that decline to ride the bus.	M		10	
A.16.p	Easily retrieve students' emergency contact information by transportation Roster	M		10	
	TRANSPORTATION REQUIREMENTS – TOTAL RAW SCORE				
	TRANSPORTATION REQUIREMENTS – POSSIBLE RAW SCORE			160	

A.17 Health

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.17.a	Maintain student's health information including Medicaid,	M		10	

	insurance, diagnoses, medication, health progress, vision, scoliosis, and hearing assessments, height and weight and blood pressure. (Follow HIPAA privacy rules)				
A.17.b	Track students' health concerns. Print list of students with special health needs.	M		10	
A.17.c	Track multiple immunization status (DPT, OPV, MMR, etc.) including immunization dates, conditionals, exceptions and immunity	M		10	
A.17.d	Track students' immunization process and alerts nurses when actions need to be taken (i.e. certain immunization needs to be taken in specified sequence and time frames. The system should help nurses ensure the immunization is taken in a timely manner)	M		10	
A.17.e	Change as immunization requirements change (i.e. a new kind of immunization is mandated by the state)	M		10	
A.17.f	Allow for accident tracking	M		10	
A.17.g	Limit health information only to qualified staff	M		10	
A.17.h	Allow for waivers based on health	M		10	
A.17.i	Health-related comments/instructions	M		10	
A.17.j	Alert nurses when a student's immunization data is incomplete	M		10	
A.17.k	List of students and their physicians	M		10	
A.17.l	Maintain a parent contact log for health-related issues	M		10	
	HEALTH REQUIREMENTS – TOTAL RAW SCORE				
	HEALTH REQUIREMENTS – POSSIBLE RAW SCORE			120	

A.18 Exceptional Student Education (ESE)

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
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		Optional)			
A.18.a	Track: Amount of Special Ed services being received, type of services being received, most recent evaluation date, additional services needed after exits (i.e. mental health services, vocational rehabilitation, developmental disabilities services, physical therapy, etc)	M		10	
A.18.b	Track a student's eligibility, capture start dates of S-team process, track days remaining to maintain timeline	M		10	
A.18.c	Track ESE services a student is receiving.	M		10	
A.18.d	Track service hours received and recommendations.	M		10	
A.18.e	Track participation and time spent in general education.	M		10	
A.18.f	Monitor the referral and assessment functions to ensure that specified activities are performed within established schedule requirements.	M		10	
A.18.g	Maintain referral and assessment results for categorical programs linked to corresponding student information.	M		10	
A.18.h	Search for appropriate instructors for assignment to a special service student based on location, qualifications, and availability.	M		10	
A.18.i	Track IEP information to corresponding student information.	M		10	
A.18.j	Record and compute IEP milestone dates and accomplishment information.	M		10	
A.18.k	Assess performance/effectiveness of special services.	M		10	
A.18.l	Track special situation students (i.e. at home students, hospitalized students, AEP (Alternative Education Placement) or those students with overlapping ESE needs.	M		10	
A.18.m	Input and assess Special Ed goals on student IEP forms and progress reports.	M		10	
A.18.n	Track ESE drop-out rate.	M		10	
A.18.o	Compare each IEP recommendation for testing participation with the actual participation.	M		10	

A.18.p	Provide ability to pull up a student's past ESE schedules even after he/she has been entered into a new school	M		10	
A.18.q	Provide actual amount to time served in each ESE service	M		10	
A.18.r	Identify students placed in Gifted.	M		10	
A.18.s	Identify ESE programs available at specific schools	M		10	
A.18.t	Project students to schools based on address and disability with override capability	M		10	
A.18.u	Track participation in SE (active or inactive), and date of IEP	M		10	
A.18.v	Flag notification of three year evaluation time expiration	M		10	
A.18.w	Track interim students within the SE process, but not fully established	M		10	
A.18.x	Track handicapping codes	M		10	
A.18.y	Track history of evaluations and date of last evaluation	M		10	
A.18.z	Ability to make special scheduling considerations for SE students	M		10	
A.18.aa	Reserve number of seats in GE classes	M		10	
A.18.bb	Balance SE students across GE classes	M		10	
A.18.cc	Track case load and class size of SE teachers	M		10	
A.18.dd	Horizontal Student Lateral Report Sp. Ed.	M		10	
A.18.ee	Automatically notify appropriate recipients a predetermined period prior to IEP milestone dates coming due (i.e. via email alerts)	M		10	
A.18.ff	Automatically identify missing information (IEP components) and notify appropriate party	M		10	
A.18.gg	Produce ad hoc management reports showing all upcoming timelines for a district/school/teacher/child.	M		10	
A.18.hh	Generate IEP report cards for administrators, teachers, and parents on an ad hoc basis	M		10	
A.18.ii	Special Education Reporting				

	June End of Year report	O		1	
	New Enrollment report	O		1	
	Gender/Ethnic report	O		1	
	Child Count by System report	O		1	
	Option Count by District report	O		1	
	End of Year report	O		1	
A.18.jj	Special Education Student Data				
	Id Number, SSN or PIN	M		10	
	Reason student is less than full service	M		10	
	Primary disability	M		10	
	Secondary disability	M		10	
	Contractual service – full time services only	M		10	
	Separate Facility (Y/N)	M		10	
	Student type	M		10	
	Activation date (date of first IEP)	M		10	
	Evaluation date – primary	M		10	
	Evaluation date – secondary	M		10	
	Type of service	M		10	
	Number of sessions and unit of time	M		10	
	Time per session	M		10	
	Service provider	M		10	
	Reason student transported	M		10	
	Type of special transportation	M		10	
	Number of one way trips and frequency	M		10	
	Travel time one way	M		10	
	Special transportation provider	M		10	

	Inactive status date	M		10	
	Reason for inactive status	M		10	
	Anticipated services	M		10	
	89-313 Eligibility (Y/N)	M		10	
	Special transportation required	M		10	
	Materials only	M		10	
	Guardian information	M		10	
A.18.kk	Name/School data	M		10	
	Last Name				
	First Name				
	Middle Name				
	Date of Birth				
	Gender				
	Grade				
	Ethnicity				
	District Number				
	School Number				
	Status of service				
A.18.ll	Staff data requirements	M		10	
	SSN or TLN				
	Last name				
	First name				
	Middle initial				
	Fully certified (Y/N)				
A.18.mm	Staff category data				
	Retained for next year (Y/N)	M		10	

	Category	M		10	
	Full time equivalent	M		10	
	EXCEPTIONAL STUDENT EDUCATION REQUIREMENTS – TOTAL RAW SCORE				
	EXCEPTIONAL STUDENT EDUCATION REQUIREMENTS – POSSIBLE RAW SCORE			656	

A.19 Language Services (ELL/Alternative Language)

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.19.a	Track: Program Participation hours in English Language Learners (Y or N), Date last assessed as ELL, and Report date (i.e. 40th day, 80th day, 120th day, or 180th day, language spoken at home, instruction language, state reading and comprehension assessment status (Y or N), native language reading and comprehension assessment status (Y or N), native language test administered, national reading and comprehension percentile rank, whether student reclassified to English proficient, method used to determine English proficiency (test and informal)).	M		10	
A.19.b	Track whether a student's parents have waived their rights to receive ELL services.	M		10	
A.19.c	Track and maintain students Home Language Survey (HLS) results (i.e. eligibility)	M		10	
A.19.d	Track students' Language Assessment (IDEA/IPT) results and/or waiver.	M		10	
A.19.e	Maintain student's IPT history	M		10	
A.19.g	Track ELL/alternative language services students are receiving.	M		10	

	The system should Track the service provider, type of service, service hours received, curriculum and maintain history.				
A.19.h	Track student progress and exit them from the Alternative Language monitoring program as appropriate (i.e. monitor student to ensure they maintain Fully English Proficient (FEP) status as they move away from Limited English Proficiency (LEP) status)	M		10	
A.19.i	Search for appropriate instructors for assignment to a ELL student based on location, qualifications, and availability	M		10	
A.19.j	Search for appropriate facilities for assignment to an ELL student based on location, availability and resources. (i.e. language lab)	M		10	
A.19.k	Search for bus routes for schools assigned outside of Zone when language needs dictate.	M		10	
A.19.l	Track current and next years projected school assignment for language needs.	M		10	
A.19.m	Facilitate preliminary assessment of performance/effectiveness of ELL services. (Including: language proficiency scores / hours of instruction / type of services / by student and in aggregate.)	M		10	
A.19.n	Track ELL Student Tutoring assignments	M		10	
A.19.o	Provide ability for a school and district to receive a cumulative report of ESE students with the total number of days suspended	M		10	
A.19.p	Track student's psychologist/social work referrals from referral to placement (I.e., referral date, Child Study Team meeting dates, test scores)	M		10	
A.19.q	Provide check to allow special placement only for students with specific district-defined ESE requirements	M		10	
A.19.r	Print forms for distribution to parents, teachers, administrators, etc with student bio-data pre-filled when applicable.	M		10	
A.19.s	Notify school when ESE students have been officially staffed/placed in an ESE program.	M		10	

A.19.t	Input, query, and produce reports from language information including: PHLOTE (Primary Home Language Other Than English), IPT (IDEA Proficiency Test), or ALS (Alternative Language Services).	M		10	
A.19.u	Report any other non-regular services received by ELL students	M		10	
	LANGUAGE SERVICES REQUIREMENTS – TOTAL RAW SCORE				
	LANGUAGE SERVICES REQUIREMENTS – POSSIBLE RAW SCORE			200	

A.20 Special Services

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.20.a	Track Title 1 A, 1 B (state & federal even start services), 1C (Migrant status), 1D (Neglected and Delinquent youth), IV, VI, VII, VIII, IX, Johnson-O'Malley Financial Assistance to Native American participation status, and Exit date.	M		10	
A.20.b	Track students free and reduced lunch eligibility (Do not show on first page for privacy reasons) ; maintain at State instead of at schools	M		10	
A.20.c	Free Lunch Roster	M		10	
	SPECIAL SERVICES REQUIREMENTS – TOTAL RAW SCORE				
	SPECIAL SERVICES REQUIREMENTS – POSSIBLE RAW SCORE			30	

A.21 Faculty

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.21.a	Match certification, endorsement, and availability of instructors with criteria for required positions	M		10	
A.21.b	Tenure / Non-Tenure indicator	M		10	
A.21.c	Track personnel training	M		10	
A.21.d	Track new hire background checks	M		10	
A.21.e	Track personnel performance				
	Define staff evaluation cycles (Record date of last evaluation and when next evaluation is due)	M		10	
A.21.f	Track certifications	M		10	
A.21.g	Report only professional staff (members with current assignments) to EIS	M		10	
A.21.h	Ability to track faculty demographics (address, local ID number, etc.)	M		10	
A.21.i	Ability for districts/schools to flag any or all staff record types by staff Social Security Number or License Number to be extracted for upload to EIS even when no changes have been made to the staff member's data	M		10	
A.21.j	Check for Highly Qualified for 'No Child Left Behind' (NCLB)	M		10	
A.21.k	Teacher/Sub Listing	M		10	
A.21.l	Teacher Effect Pattern Report	M		10	
A.21.m	Report on resource allocations, availability and utilization.	M		10	
A.21.n	Track personnel training	M		10	
	FACULTY REQUIREMENTS – TOTAL RAW SCORE				
	FACULTY REQUIREMENTS – POSSIBLE RAW SCORE			140	

A.22 Counseling

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.22.a	Report on 'at risk' students to determine what services have been provided in the past.	M		10	
A.22.b	Track referrals not related to discipline/ESL/etc, including: counseling, speech, home bound, social work, attendance, psychology, occupational/physical therapy. Track date of referral, reason for referral. Include access to history of referrals for a student.	M		10	
A.22.c	Maintain the confidentiality of referral or other entered information.	M		10	
A.22.d	For psychological referrals, track: initial reason for referral, re-evaluation results, screening results, supplemental testing results.	M		10	
A.22.e	Track receipt of parent's informed consent.	M		10	
A.22.f	Track and report against pre-established time requirements for steps in process (ex. 40 days from referral to testing). LEA will determine if exceptions are allowed.	M		10	
A.22.g	Counseling reports: monthly reports including: number of parents seen, number of students seen, types of interventions, discipline, etc.	M		10	
A.22.h	Allow for tracking and report post graduation information including scholarships, college graduations, etc.	M		10	
	COUNSELING REQUIREMENTS – TOTAL RAW SCORE				
	COUNSELING REQUIREMENTS – POSSIBLE RAW SCORE			80	

A.23 Adult and Community Education

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.23.a	Allow student registration for adult and community education	M		10	
A.23.b	Ability to track fees/tuition for adult and community education	M		10	
A.23.c	Ability for reconciliation of fees/tuition for adult and community education	M		10	
A.23.d	Ability to schedule students/classes for adult and community education	M		10	
A.23.e	Track attendance and report for adult and community education	M		10	
A.23.f	The system can convert class attendance to hours / course credits for reporting	M		10	
A.23.g	Track adult/vocational test scores (GED, certifications, etc.)	M		10	
A.23.h	Ability to check pre-requisites for registration and scheduling adult and community education, including: prior course requirements, testing history and dates, etc.	M		10	
A.23.i	Ability to schedule based on minimum class size and notify when minimums are not met	M		10	
A.23.j	Generate mailings for ELL classes based on the ELL student enrollment	M		10	
A.23.k	Provide transcripts for adult and community education	M		10	
A.23.l	Should not report adult students to EIS or transmit adult student extracts to EIS	M		10	
	ADULT AND COMMUNITY EDUCATION REQUIREMENTS – TOTAL RAW SCORE				
	ADULT AND COMMUNITY EDUCATION REQUIREMENTS – POSSIBLE RAW SCORE			120	

A.24 Student Activity Fund and Other Fees

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.24.a	Ability to handle the collection by teachers of funds and fees	M		10	
A.24.b	Generate collection lists in advance for special activities, clubs, athletics, etc.	M		10	
A.24.c	Ability for teachers or administrators to enter special assessments for students, such as for lost or damaged text books, other student damages, etc.	M		10	
A.24.d	Ability to wave student fees based on special flags (free and reduced lunch students, etc.)	M		10	
A.24.e	Ability to hold transcripts or report cards when fees are owed (Applies to tuition students only)	M		10	
A.24.f	Ability to provide reports or other tools to support collection reconciliation between the teacher and the book-keeper	M		10	
A.24.g	Ability to track payments/refunds to students				
	Track tuition or fee payments made by students at school level or district level	M		10	
	Allow for installment payments for tuition and other fees	M		10	
A.24.h	Ability to track collection status (partial collections, etc.)	M		10	
	STUDENT ACTIVITY FUND AND OTHER FEES REQUIREMENTS – TOTAL RAW SCORE				
	STUDENT ACTIVITY FUND AND OTHER FEES REQUIREMENTS – POSSIBLE RAW SCORE			90	

A.25 Standard Reporting Requirements

A.25.a General Report / Queries

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
	Select and group reporting data by any field with sub-totals and sort orders.	O		1	
	In a year round school, report on the different tracks by school	O		1	
	Middle School Reports	O		1	
	Unassigned Locker Listing	O		1	
	Calculate and display school free/reduced lunch totals by school	D		6	
	Provide Meals Summary Report	O		1	
	District Performance Data Tables	O		1	
	Reading Gains Required to Reach Norm	O		1	
	Facilitate ordering textbooks based on curriculum and student enrollment	O		1	
	Maintain list of approved text books by course on the District Course Catalog	O		1	
	Maintain list of required and optional textbook by course on the local course catalog	O		1	

A.25.b Student Reports / Queries

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
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		Optional)			
	Print Exclusion Sheet	O		1	
	Print Exclusion Letters	O		1	
	Students by Guidance Counselor	O		1	
	Students by Homeroom	O		1	
	Schedule Request Forms	O		1	
	Student Schedules by Semester/Guidance Counselor And Tally of Credits	O		1	
	Print Student Schedules Using Student Roll	O		1	
	Head Count Report	O		1	
	National Honor Society	O		1	
	Honor Roll Listing	O		1	
	Honor Roll Listing, semester	O		1	
	Dropout Report	M		10	
	Promotions/Rejections	M		10	
	Promotions/Rejections (same grade level)	M		10	
	Codes Report	O		1	
	Counts by Case Manager	O		1	
	Course List Showing State Code #'s for Preliminary Reports	O		1	
	Class Rolls with Address and Phone Number	O		1	

A.25.c Course Reports / Queries

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
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	Print Course/Semester Catalog	O		1	
	Preliminary Course Roster	O		1	
	Report of Preliminary Course Enrollment	O		1	
	Preliminary Course Frequency Report	O		1	
	Preliminary Course Roster	O		1	
	Print Conflict Lists	O		1	
	Actual Course Frequencies	O		1	
	Class Roster Report	O		1	
	Scheduling Intermediate Totals	O		1	
	Scheduling Exceptions	O		1	
	Print Room Schedules	O		1	
	Print Instructor Schedules	O		1	
	Course List with Section Number by Teacher	O		1	
	STANDARD REPORTING REQUIREMENTS – TOTAL RAW SCORE				
	STANDARD REPORTING REQUIREMENTS – POSSIBLE RAW SCORE			74	

A.26 Ad-Hoc Query Requirements

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
A.26.a	Menu driven, process driven, and GUI interface reporting.	M		10	
A.26.b	Drill-down reporting capabilities are provided.	O		1	
A.26.c	Routing list definitions support:				

	Routing or distribution lists can be defined for reports	O		1	
	Documents can be sent electronically according to defined routing lists	O		1	
A.26.d	Query Searching Capabilities:				
	Queries/searches can be used with reports	M		10	
	Queries/searches can be used with mass updates	O		1	
	On-screen searching can be used	M		10	
	Free-form text searching capability is included	M		10	
	Full text searching is provided	M		10	
	Search definitions are stored	M		10	
A.26.e	Table look ups:				
	Table fields are clearly identified or distinguished from other fields on screens	M		10	
	Tables can be referred to when on a table look-up field	M		10	
	Table entries are effective-dated	M		10	
	Changes to tables create a historical table entry	M		10	
A.26.f	Report and Printer Controls:				
	The system can control the number of copies made of a report	M		10	
	The system can control priority of reporting	M		10	
	The system can control job start time for reports	M		10	
	End-user can control the fonts in rows and columns of a report	M		10	
	End-user can define the character style in rows and columns (bold, italics, etc.) of a report	M		10	
A.26.g	Ad Hoc Reporting:				
	Ad hoc report definitions are stored	O		1	
	Ad hoc reports can be run in the background	O		1	
	Standard reports provided can be modified as ad hoc queries	O		1	

A.26.h	Third Party report generators can be used to access the application files	M		10	
A.26.i	Graphing – Are the following graphing or charting capabilities built in:				
	Line graphs	O		1	
	Bar charts	O		1	
	Pie charts	O		1	
	Scatter charts	O		1	
	Stacked bar	O		1	
	Mid/min/max line graph	O		1	
	Polar	O		1	
	Regression lines	O		1	
	The end-user can toggle between chart and supporting data	O		1	
A.26.j	File export: (Reports printed are exported to .xls or .txt files)				
	The system can create a file in a common file format to facilitate interfaces with other applications	M		10	
	SIF compliance	M		10	
	The system can support file export to:				
	Spreadsheets	M		10	
	Word processing applications	M		10	
	Database management systems	M		10	
	Organization chart utilities	M		10	
	Graphics packages	M		10	
	Forms packages	M		10	
	E-mail systems	M		10	
	Faxes	M		10	
	Other computers	M		10	

A.26.k	The following arithmetic and statistical functions are supported in report writing:				
	Sum	M		10	
	Average	M		10	
	Minimum	M		10	
	Midpoint	M		10	
	Maximum	M		10	
	Standard deviation	M		10	
	Regression analysis	M		10	
	Median	M		10	
A.26.l	An end-user can define formulas in reports	M		10	
A.26.m	The formatting of dates in reports can be end-user controlled	M		10	
A.26.n	An end-user can define a report's sort order	M		10	
A.26.o	An end-user can change a report's sort order at report run time	M		10	
A.26.p	End-user defined sort definitions can be stored and reused	M		10	
A.26.q	An end-user can share stored report definitions with other end-users	M		10	
A.26.r	The ability to produce a report of students participating in sports sorted by gender / ethnicity	O		1	
	AD-HOC QUERY REQUIREMENTS – TOTAL RAW SCORE				
	AD-HOC QUERY REQUIREMENTS – POSSIBLE RAW SCORE			427	
	SECTION A – FUNCTIONALITY – TOTAL RAW SCORE				
	SECTION A – FUNCTIONALITY – TOTAL POSSIBLE RAW SCORE			5886	

B. IMPLEMENTATION, TRAINING AND SUPPORT

B.1 Data Conversion

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Most Desirable/ Desirable/ Optional)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
B.1.a	Proposer understands that they must be able to convert existing data to a format designated by the State.	M		10	
B.1.b	Proposer understands that there must be edits provided in the Statewide Student Management software to ensure the data captured is valid and consistent.	M		10	
B.1.c	Proposer understands that there must be the ability for data to be exported locally in a text format.	M		10	
B.1.d	Proposer understands the Statewide Student Management software will interface with the State Department of Education licensure database.	M		10	
	DATA CONVERSION—TOTAL RAW SCORE				
	DATA CONVERSION—POSSIBLE RAW SCORE			40	

B.2 Implementation

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Mandatory/ Critical/ Desirable)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
B.2.a	Proposer can meet projected schedule of implementation and SDE requirements.	M		10	

B.2.b	Proposer commits and guarantees that the software will be implemented in a timely manner.	M		10	
	IMPLEMENTATION—TOTAL RAW SCORE				
	IMPLEMENTATION—POSSIBLE RAW SCORE			20	

B.3 Training

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Mandatory/ Critical/ Desirable)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
B.3.a	Proposer understands that an on-line system user manual that can be modified by SDE staff must be provided.	M		10	
B.3.b	Proposer understands that an on-line help utility must be provided for the software for all data fields available on the screen.	M		10	
B.3.c	Proposer understands that training must be provided on data importing and manipulation for Local Education Agencies and State Department of Education technical staff.	M		10	
	TRAINING—TOTAL RAW SCORE				
	TRAINING—POSSIBLE RAW SCORE			30	

B.4 On-Site Support

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Mandatory/ Critical/ Desirable)	Proposer Response	Points for 'Yes' Response	Score (For State's Use Only)
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B.4.a	Proposer understands that they must provide on-site support for the Local Education agencies as requested by SDE to include existing data conversion, loading of data to database, and correcting software-related data issues. Support should be available within 24 hours of request.	M		10	
B.4.b	Proposer understands that they must provide on-site support for the SDE technical staff to include existing data conversion, loading of data to database, and correcting software-related data issues Monday – Friday, 7:00am – 5:00pm CST	M		10	
B.4.c	Proposer understands that they must provide LEA and SDE on-site support for the duration of the contract.	M		10	
	ON-SITE SUPPORT—TOTAL RAW SCORE				
	ON-SITE SUPPORT—POSSIBLE RAW SCORE			30	

B.5 Documentation

Contract Attach./ Sect.	Rate the Following:	Importance Rating (Mandatory/ Critical/ Desirable)	Proposer Response	Points for ‘Yes’ Response	Score (For State’s Use Only)
B.5.a	Proposer understands they must provide a plain language data dictionary.	M		10	
B.5.b	Proposer understands they must provide a description of all data fields available, including which fields are protected and which fields are non-protected.	M		10	
B.5.c	Proposer understands they must provide a description of the functionality available in the software, including attendance, grade book, special education, scheduling and discipline.	M		10	
B.5.d	Proposer understands they must provide written procedures for running queries and producing reports.	M		10	

B.5.e	Proposer understands they must provide written instructions for data lookup and update.	M		10	
B.5.f	Proposer understands they must provide detailed descriptions of possible causes of error messages.	M		10	
B.5.g	Proposer understands they must provide documentation on any and all add-on functions/modules available for the software.	M		10	
	DOCUMENTATION – TOTAL RAW SCORE				
	DOCUMENTATION – POSSIBLE RAW SCORE			70	
	SECTION B – IMPLEMENTATION, TRAINING AND SUPPORT – TOTAL RAW SCORE				
	SECTION B – IMPLEMENTATION, TRAINING AND SUPPORT – POSSIBLE RAW SCORE			190	

	TOTAL – SECTIONS A AND B			6076	
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C. PROJECT SCHEDULE

Contract Attach/Sect.	Rate the Following:	Score	Wt.	Weighted Score
C.1	Proposer understands the project schedule and what is to occur each year		1	
	PROJECT SCHEDULE – TOTAL RAW WEIGHTED SCORE			
	PROJECT SCHEDULE – POSSIBLE RAW WEIGHTED SCORE			5



Tennessee Information Resources Architecture



Tennessee Information Resources Architecture

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ABOUT THE TECHNICAL ARCHITECTURE

The Office for Information Resources (OIR) is responsible for establishing the State's Information Technology infrastructure; services and solutions; facilitation of information sharing; and aligning IT with the business needs of the State of Tennessee. An Information Technology Policy (Policy 6.00 Architecture) was developed by the Information Systems Council to establish standards and guidelines for the management and use of information systems in the State. The Tennessee Information Resources Architecture resulted from the implementation of this policy.

The state information resources architecture, developed using the NASCIO Enterprise Architecture Development Took-Kit, will evolve over time. The architecture documents are available on the OIR Intranet web site at <http://www.intranet.state.tn.us/finance/oir/ga/stds/intranet-only/arch/index.htm>. The Tennessee Information Resources Architecture defines an infrastructure, as well as, the underlying policies and standards to support the IT needs of state government.

The architecture is defined as an interrelated set of nine architectural categories intended to guide IT activities in order to support the State's business strategies and information requirements. An architectural category is defined as a group of related technologies, usually organized around common IT infrastructure components or information management functions. These activities include the planning, design, selection, construction, deployment support and management of information technologies. The architecture defines not only the current environment, but may also contain directional statements and components. The objective of the state information resources architecture is to provide a foundation that enables information sharing, data integration and network interoperability and security. This foundation is the basis for effective and efficient delivery of services to the citizens of Tennessee.

ARCHITECTURE CATEGORIES

Architecture Category	Description	Sub-Categories
Application	The Application Architecture identifies development criteria and techniques associated with applications.	Application Development Application Server Application Change Management Output Management Application Integration
Collaboration	The Collaboration Architecture identifies standards and components that facilitate the interaction of the workforce and promote group productivity.	Imaging Document Management Workflow Directory Services Email Collaboration Tools
Data	The Data Architecture deals with the storage, maintenance, and access of electronic data within the State environment. Data types that must be addressed are alphanumeric, image, and multimedia. Objects, as a data type, may be addressed in a future version of this document.	Data Storage Data Maintenance Data Access
Information	The Information Architecture identifies development areas requiring significant multi-agency coordination in the context of enterprise data and resource management. Addressed are enterprise planning and policies, data development, data maintenance, application development, data distribution, and organizational/personnel structure.	Data Warehousing Geographic Information Systems
Network	The Network Architecture supports the movement of electronic information, encompassing voice, data, and video. Components of the video, voice, and data infrastructures, and services and protocols to support the infrastructure are defined.	WAN LAN Voice SNA PTP Wireless Video and Cabling
Platform	The Platform Architecture identifies technology hardware platforms and the related operating systems to support the current and future business requirements.	Operating Systems Hardware Host Communications
Security	The Security Architecture provides for integrating security services, mechanisms, objects and management functions, across multiple hardware and software platforms and networks.	Security Mechanisms Security Services
Systems Management	The Systems Management Architecture defines the framework for efficient and effective management of the state's information	Storage Backup/Retrieval Software Management

Architecture Category	Description	Sub-Categories
	processing environment in order to support and enhance the productivity of its automated business systems.	Monitoring Help Desk Online Access Training
Web	The Web Architecture describes how the State of Tennessee is structured to support web or browser-based activity.	Web Access Web Application Server Web Application Development Web Publishing

Application Architecture

Vision

Application Architecture identifies development criteria and techniques associated with applications. For maximum return on investment, application architecture enables:

- ease of integration of applications and application services;
- efficient reuse of existing application assets;
- faster deployment of new applications;
- responsive to changing business needs; and,
- agency interoperability.

Definition

The Application Architecture includes the languages, tools and utilities used to design, build, deploy, operate and maintain the State's applications.

Principles

- Develop applications in a consistent and orderly way, which includes the products, environments and processes.
- Avoid sudden, unplanned strains on current infrastructure capacities.
- Employ commonly used and proven technology for tools and practices in lieu of cutting-edge or unproven tools and practices.
- Manage development and maintenance of applications with consistent tools.
- Reuse at every opportunity and establish an environment that supports statewide reusability.
- Develop with consideration of ease of maintenance.
- Develop well; utilizing lessons learned, best practices, standards, and procedures.
- Maintain applications under a change management process.
- Buy versus re-invent.
- Employ a level of consistency in user interface.
- Support cross-agency sharing of development and maintenance staff.

Policies

- Information Technology Policies 4.00 Information Systems Design & Programming and 5.00 Information Systems Management & Application Development.

Industry Standards

- The State's Application Architecture products and practices follow standards administered and coordinated by the American Standard Code for Information Interchange (ASCII) and the American National Standards Institute (ANSI) organizations.

Sub-Categories

Application Development (non-web)

The Application Development sub-category identifies technology standards for how applications are designed, documented and maintained. This sub-category in cooperation with the Collaboration Architecture, provide criteria, approved methodologies and technologies that optimize the use and reuse of application components.

Product Categories

- Languages
- Tools & Utilities

Application Server

Application Server architecture involves applications designed and deployed where the user interface logic and business logic have been separated (into a -tier architecture). The client computer is responsible for processing the user interface. The server or servers are responsible for processing the basic database operations and business logic. By moving the business logic to the application server, network traffic is reduced.

Tier Architecture:

Applications may be commonly referred to as **single-tier (monolithic)**, **2-tier (client-server)**, **3-tier (n-tier)** and **(multi-tier)** applications to indicate the number of logical separations into which they have been designed and deployed. From these terms come three commonly used application designations:

Single-tier architecture (a.k.a. **monolithic**): All processing is performed on a single computer.

2-tier architecture (a.k.a. **client-server**): Basic database operations are performed by one computer (database server), while everything else (user interface, application logic, and calculations) is performed on the user's computer.

3-tier architecture (a.k.a. **n-tier**, **multi-tier**, and **client-server**): The user interface logic and the business logic have been logically and/or physically separated with the business logic further separated into two or more logically related homogeneous partitions. The term **3-tier** is often used to label the application's architecture even though more than 3 logical partitions exist for that application. Most 3-tier applications within the State are web applications.

Product Categories

- Application Server

Application Change Management

Application Change Management is the process of identifying, assessing and processing changes and customizations to applications. Additionally, it identifies and controls objects as they evolve over time, maintains a history of the changes as they evolve, and allows concurrent development work without interference from competing development teams or team members.

Product Categories

- Application Change Management

Output Management

Output Management involves control of the management, delivery and preservation of system produced information for such items as documents, reports and images.

Product Categories

- Output Management

Application Integration

Application Integration deals with the methods and mechanisms that facilitate the interoperation between independently developed application systems. This interoperation ranges from simply invoking processes in one application from another application to the sharing of sub-process components and data structures.

Product Categories

- Process Management

Collaboration Architecture

Vision

The Collaboration Architecture enables the creation, sharing, and leverage of accumulated information and knowledge across the spectrum of government. Collaboration technologies provide the means for people-to-people communication and collaborative work. Collaboration technologies are supported by directory services which provide infrastructure repositories for identity management, access control, resource identification and location, and management of relationships between named resources in the State's network.

Definition

To collaborate literally means co-working or "working together." A more precise definition of collaboration is the process of working together toward a common purpose or goal in which the participants are committed and interdependent, with individual and collective accountability for the results of the collaboration, and each of the participants shares a common benefit. Collaboration should accomplish the following:

- Increase efficiencies
- Streamline business processes
- Provide a more cost effective service delivery
- Enhance organizational intelligence
- Develop stronger relationships with key stakeholders – e.g., employees, vendors, the business community, other levels of government and the public.

Principles

- A standardized set of basic collaboration services will be provided to all employees as required to meet business needs.
- Enterprise collaboration requires access to a robust set of integrated network infrastructure services.
- Provide administrative support for completing daily business functions (ex. Word processing, spreadsheets, calendars, project management and scheduling, desktop publishing, etc.)
- Evolve from a paper-based organization to a digitally based organization.
- Collaborative systems and directories should be designed to be extensible, scaleable and portable across the enterprise platforms.
- Directory Services will support the use of the statewide network as the gateway to secure access to information and services.

Policies

- The Electronic Mail Acceptable Use Policy governs the usage of the email network and can be found at <http://www.state.tn.us/finance/oir/policy/aup/aupemail2.html>.

Legislation

State of Tennessee Uniform Electronic Transactions Act - Public Chapter 72 - 4/24/01. UETA is an electronic record and signature statute. UETA leaves existing law in place while providing that electronic records, signatures and contracts shall not be denied validity based solely on the medium. (Tennessee Code Annotated, Section 4-3-5501, effective May 10, 1994.)

Industry Standards

LDAP – Lightweight Directory Access Protocol

MIME – Multi-purpose Internet Mail Extensions

SMTP – Simple Mail Transport Protocol.

Project Management – Project Management Institute – A Guide to the Project Management Body of Knowledge (PMBOK) – see <http://www.pmi.org/standards/pmbok.htm>.

Sub-Categories

Imaging

Imaging is the electronic capture, storage, management, communication and retrieval of documents that have been converted from paper to digitized form. Imaging technology allows these documents to be

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displayed, annotated and distributed throughout the organization electronically, and to be stored and retrieved from a variety of storage media. Imaging systems can be categorized as imaging-enable traditional applications or multi-user integrated systems.

Product Categories

- Imaging
- Automated Data Capture

Document Management

Document Management consists of services for organizing, managing, and routing electronic documents. It includes the ability to store, locate and retrieve information throughout a document's life cycle. This includes from the time a document is created to the time it is archived to an offline storage media.

Product Categories

- Document Management

Workflow

Workflow enables electronic routing and control of information as it flows through an organization's business processing activities

Product Categories

- Workflow

Directory Services

Directories are used to store, organize and retrieve information for a variety of functions, such as e-mail, resource definitions for network operating systems (NOSs), identity, authentication and authorization or access control.

Product Categories

- Directory Services

Electronic Mail

Electronic Mail is the transmission of documents, notes and messages across a network. Enables the user to compose messages or notes and send documents in seconds to one or more recipients within the network.

Product Categories

- Electronic Mail

Collaboration Tools

Collaboration Tools provide the capability to complete daily business functions. Some of these tools are considered to be office automation tools and the others group collaboration tools. The tools include but are not limited to, the following: Word Processing, Spreadsheets, Presentation Packages, Business Graphics, Project Management and Scheduling, Desktop Publishing.

Product Categories

- Desktop Publishing
- Spreadsheet
- Word Processing
- List Management Software
- Project Management

Mobile Devices

Mobile devices include wireless handheld devices and PDA devices.

Product Categories

- Wireless Handheld
- PDA

Data Architecture

Vision

The Data Architecture will strive to maximize the quality, availability, and sharing of data.

Definition

The Data Architecture deals with the storage, maintenance, and access of electronic data within the State environment. The data types that must be addressed are alphanumeric, image, and multimedia.

Principles

- Data will be managed as a critical and valuable State resource.
- Adherence to State standard tools and techniques will maximize data sharing and leverage support staff resources.

Policies

- Information Technology Policies 1.00 Data Security and 10.00 Data Resource Management.

Industry Standards

- Relational database management systems (RDBMS) have become the IT industry's primary storage mechanism for enterprise or critical data. The State supports this direction and selects products with a wide base of support and user experience.
- Structured Query Language (SQL) is the industry standard for accessing relational databases.
- Extensible Markup Language (XML) is an industry standard for data exchange.

Sub-Categories

Data Storage

Data Storage deals with the design, implementation, and maintenance of the database objects and performance. Databases are the best mechanism for the storage of data considered to be critical to the operation of State government because of the ability to manage the access to and recovery of the data.

Product Categories

- Database Management System (DBMS)
- Database Change Management
- Database Monitoring
- Database Design

Data Maintenance

Data Maintenance deals with activities to ensure the quality and availability of the stored data.

Product Categories

- Data Availability (Backup / Recovery)
- Data Movement (Archive / Migration / Replication / File Transfer)

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- Data Quality (Cleansing / Transformation)

Data Access

Data Access deals with the ways in which data can be requested for various purposes, particularly outside of operational applications, and the ways to support security requirements.

Product Categories

- Query / Reporting
- Data Analysis
- Data Applications
- Database Middleware
- Data Security

Information Architecture

Vision

The Information Architecture provides a conceptual model, policy environment, and IT infrastructure for multi-agency / enterprise IT projects that enhance information sharing.

Definition

The Information Architecture identifies subcategory development areas requiring significant multi-agency coordination in the context of enterprise data and resource management.

Principles

- Data assets involved in enterprise projects must strive to meet the functional requirements for all participating agencies.
- Enterprise-wide planning requires leadership and commitment; development of agency-specific supporting plans is essential to information sharing across participating agencies.
- The physical infrastructure must be economical, scalable, and responsive.
- Personnel roles and responsibilities at the agency level will clearly differentiate management personnel and application users.
- Enterprise IT project development provides an open-interface to opportunity.
- Data distribution and access policies need to be consistent across the enterprise.

Policies

- Data Warehouse Architecture
- Spatial Data Architecture (SDA)

Sub-Categories

Data Warehousing

The State Data Warehouse will consist of multiple servers running different operating systems and containing several databases. The vision of the Data Warehouse Architecture is to develop and implement policies and standards to ensure warehouses share a uniform architecture with conformed dimensions (or key fields) supporting integration into a coherent whole. The State Data Warehouse Architecture relies heavily on models, tools, metadata and methodology.

Product Categories

- Data Analysis
- Database Management System
- Repository
- Extract, Transform and Load

Geographic Information Systems (GIS)

The Spatial Data Architecture (SDA) addresses the support for enterprise geospatial data management and applications within the State of Tennessee. The SDA presents a foundation for the technical implementation of the Tennessee Base Mapping Program and the framework for developing coordinated geospatial systems planning at the agency level.

Product Categories

- Desktop Client
- Data Server
- PDA Client

Network Architecture

Vision

Effective networking and telecommunications are critical to the operation of State government, and Tennessee will strive to provide excellence in the movement of electronic information, encompassing voice, data, and video.

Definition

The Network Architecture includes components of the State's video, voice, and data infrastructures and provides detailed information on standards, products, services and/or protocols implemented to support those infrastructures.

Principles

- Provisioning of network services that are in the best interest of the State as a whole.
- Efficient, reliable management of all network devices, lines and protocols used in the infrastructure.
- Continual enhancements in network infrastructure design, development, deployment, and accountability.
- Central resources (management) balanced with distributed functionality to provide equity and value across the State.
- Expectations and services are driven by business needs and managed by objectives, economic value of access, service, performance and availability.
- Common capabilities are delivered to all users in a consistent manner. Location is not a determinant in network access.
- Operations are open network standards-based and rely heavily on industry standards and best practices.

Industry Standards

The State strives to base each of the sub-categories in the network architecture on standards and industry best practices. Network protocols, products, management tools, and/or service offerings are typically industry standard hardware and software components. Network design, deployment of methodologies to provision service offerings, and on-going management of services are also rooted in industry best practices. In addition to operations being standards-based, planning is a primary key to a reliable network infrastructure; from cabling, to design, to equipment installation, to on going network operations.

Sub-Categories

Cabling

A facility wiring plan is a long-term investment that should outlive the equipment it connects. EIA/TIA standards are followed because manufacturers are building their equipment to conform to these standards. Any time an infrastructure is upgraded or installed new, the work is done with the future, not just the present, in mind. It is impossible to ascertain what changes will come in technology, so care is taken to install wiring facilities that adhere to strict wiring standards that are applied statewide.

The complete State of Tennessee telecommunications wiring standards can be found in PDF format at the following URL: <http://www.state.tn.us/finance/oir/telecom/cabling.htm>

Product Categories

- WAN
- LAN
- Voice
- SNA
- Video

Sub-Categories

Point-to-Point Wireless

While wireless communications are increasing in popularity, the industry is still considered to be dynamic and evolving. Industry standards are currently being developed and are incomplete. As of today, wireless systems are still typically dependent on a wired backbone. The State has implemented limited point-to-point wireless connections, and all deployments are based on industry standard wireless communication protocols.

Product Categories

- Wireless Protocol
- Antenna
- Wireless Transport

Data Networking (LAN, WAN, SNA)

Local Area Networks (LANs) support the needs of workgroups, agencies, or end sites; and the SNA and Wide Area Networks (WAN) support the cooperative and collaborative functions within the statewide enterprise. Varying business requirements necessitate using a variety of applications on the networks; however, the same need for variety does not exist within the network infrastructure. A uniform network architecture enables LANs within the WAN to inter-operate, while allowing a broad platform on which to run applications as needed. Such interoperability requires cooperation at all agency levels, and standards-based network components (e.g., wiring, hubs, servers, operating systems, and protocols), management practices, and service offerings. Data networking operations are rooted in a finite set of industry best practices:

- **Network Fault Tolerance** – Systems are designed to avoid single points of failure wherever possible.
- **Security** – All traffic will be logically secured with an enterprise-wide level of security. Additional network security will be provided for selected data and applications as determined by the data classification. Equipment rooms, server rooms, and wiring closets will be secured, to the extent possible, against unauthorized access.
- **Capacity Planning** – Sufficient time, personnel resources, and facilities will be applied to ensure that network capacity is available and is within the agreed service commitments.
- **Network Monitoring & Trouble Management** – Centralized network monitoring, help desk functions, and technical support will be maintained to ensure that on-going network operations, troubleshooting and capacity planning are available to meet the customer's changing business needs.

Product Categories WAN

- Router
- Carrier/Circuit
- Network Protocols
- Network Monitoring/Management

Product Categories LAN

- Hubs/Switches
- Adapters
- Network Protocols
- Monitoring
- File Access and Transfer Service

Product Categories SNA

- Backbone Transport
- Network Management
- Network Protocol

Voice

Voice service for State agencies may consist of individual POTS (plain old telephone service) lines from a local exchange carrier (LEC), Centrex service, or a premise-based key system or private branch exchange (PBX) with a pool of lines or trunk facilities capable of carrying multiple simultaneous calls over each facility. State contracts for services and equipment are used to provide services to agencies statewide, depending upon their locale and specific business needs. The cost of services may vary by locale; however, provisioning of premise-based equipment is based on standard platforms and standard offerings of services regardless of locale.

Most of the following areas of advanced voice applications are also supported by State contracts that are centrally managed, and services are provided, based on the technologies currently available through those contracts.

- **Automated Attendant** – Systems that answer calls with a recorded message and allows calls to be routed to one or more destinations within the organization by pressing a button on their touchtone dial pad or speaking in response to a prompt.
- **Automatic Call Distribution (ACD)** – A system to handle incoming calls by routing them to a pool of staff (ACD agents). The system provides recordings for callers who are "in queue" awaiting the next available agent.
- **Interactive Voice Response (IVR)** – A system that interacts with databases to allow callers to receive and input data to a database. Callers may be prompted to enter digits via their touchtone dial pads to receive information that is "read" by the IVR unit to them or input information that can be read back to confirm what has just been entered.

Product Categories

- Commercial C/O Service
- PBX Trunks
- Premise Based System
- VMS – Voice Messaging System
- Business Lines
- Backbone Transport
- Long Distance
- Call Center Management

Video

Coder-decoder (CODEC) equipment currently used on the State video network are H.320 and H.323 standards-based to ensure compatibility with systems outside the statewide private video network and interoperability with the existing infrastructure.

The existing H.320 private dedicated video network is implemented using ISDN and T-1 services, with Primary Rate Interface (PRI) access to the public switched telephone network for off-network calls. The current bridge supports H.320; however, most end site CODECs support both H.320 and H.323 thereby facilitating the migration to video over IP.

Product Categories

- Circuit/Carrier
- Video Protocol
- Telemedicine Peripherals
- CSU/DSU
- Modems
- Video CODEC
- Document Camera
- Video Switches
- Video Bridge

Platform Architecture

Vision

The Platform Architecture will standardize configurations in order to secure the infrastructures, optimize total cost of ownership, reduce the cost of support staffs, and allow acquisitions to be made in the best interest of the State.

Definition

The Platform Architecture identifies technology hardware platforms and the related operating systems to support current and future business requirements.

Principles

- Operating systems must be designed, acquired, developed or enhanced such that data and processes can be shared and integrated across the enterprise.
- Hardware will be industry-proven, mainstream technologies. Priority will be given to products adhering to industry standards and open architecture.
- Host communications support must be industry-proven, mainstream technologies.

Policies

- Information Technology Policy 3.00 Ownership.

Sub-Categories

Operating Systems

Operating systems manage the hardware and software resources of the computer systems. Our operating systems must provide a stable, consistent way for applications to deal with the hardware.

Product Categories

- Application/Database Server Operating Systems
- File and Print Services

Hardware

Hardware defines the physical computer components that are included in the State's information technology environment.

Product Categories

- Hardware

Host Communications

Host communications define the techniques used to communicate between the multiple hardware platforms that interface with the State's information technology environment.

Product Categories

- Host Communications

Security Architecture

Vision

Security Architecture must provide for integrating security services and mechanisms across multiple hardware and software platforms and networks.

Definition

The architecture supports the strategy for providing end-to-end protection of applications and information within the organization. Compliance with all government regulations and standards related to information security is also supported.

Principles

- Infrastructure security services must be provided that will enable the State to conduct business electronically.
- Infrastructure security
- Access to and transmission of data or resources should be secured, audited and monitored at a level consistent with their value and relative vulnerability.
- Any individual or service accessing sensitive data or resources should be identified.

Policies

- Information Technology Policies 1.00 Data Security, 8.00 Systems Dial-Up Access Security and 12.00 Open Access to Electronic Information apply to the Security Architecture.

Sub-Categories

Encryption Standards

Encryption Standards encompasses the standard cryptographic algorithms to encrypt stored and transmitted data.

Product Categories

- Symmetric Key Encryption
- Public Key Encryption
- Hash Functions

Security Services

Security Services encompasses authentication, access control, confidentiality, data integrity, non-repudiation, and audit services.

Product Categories

- Certificates
- System/Data Security
- Virus Protection
- Firewalls
- Intrusion Detection
- Authentication Protocol

Data Transmission Encryption Methods

Data Transmission Encryption Methods encompasses the methods utilized to encrypt data in motion, i.e., transmitted data.

Product Categories

- Certificate Authority/Public Key Infrastructure
- Encrypted Transport Protocols
- VPN

Data Storage Encryption Methods

Data Storage Encryption Methods encompasses the methods utilized to encrypt data at rest, i.e., stored data.

Product Category

- Encryption Tools

Systems Management Architecture

Vision

The Systems Management Architecture defines the framework for efficient and effective management of the State's information processing environment in order to support and enhance the productivity of its automated business systems.

Definition

Systems Management includes the monitoring and management of peripheral devices and processes that are necessary for the performance, reliability, and availability of production systems.

Principles

- Systems management tools shall support the monitoring and measuring of capacity, systems reliability, systems stability and accessibility.
- System components should include predictive capability and proactively alert in advance of failure.
- The capability to recover the production environment in whole or in part shall be part of the Systems Management Architecture.
- Distribution of software shall be accomplished in a structured manner.
- Problem tracking and control shall be done with managed techniques.

Policies

- Information Technology Policy 9.00 Disaster Recovery.

Sub-Categories

Storage

The Storage component of Systems Management encompasses allocation and administration of the data storage devices associated with production systems.

Product Categories

- Storage Management

Recovery

Recovery includes the capability to backup and retrieve the production systems.

Product Categories

- Backup/Retrieval

Software Management

Software Management deals with the distribution of software.

Product Categories

- Software Distribution

Monitoring

Monitoring deals with all aspects of performance tuning.

Product Categories

- Performance tuning

Help Desk

The Help Desk deals with recording, tracking, and documenting the resolutions of reported problems.

Product Categories

- Problem Control Management

Online Access

Online access deals with the remote access to the State's production systems.

Product Categories

- TP Monitors
- Internet Access

Web Architecture

Vision

The vision for Tennessee is to have all Internet services go through the portal and to provide an environment to support web applications.

Definition

The Web Architecture describes how the State of Tennessee is structured to support web (or browser-based) activity.

Web Servers are provided at the Data Center to support web applications and static web pages. Development of web applications or static web pages is done on workstations. Both a test and production environment are provided at the Data Center for both static web sites and web applications. However incremental testing can be done on a workstation web server, provided it is not open to the Internet, restricted to a developer, maintains a hardened operating system with latest patches applied, etc.

Web servers are located at the Data Center, to provide access to the Internet and Intranet. Web browsers are installed on employee desktops. A three-tiered architecture (web, application, and database server) is used as follows:

- Tier 1 – Browser - provides a Graphical User Interface (GUI).
- Tier 2 – Web Application Server - retrieves data from database and legacy applications; runs applications that process business logic; formats data and sends it to the browser.
- Tier 3 – Database - provides a repository of stored data.

Tennessee chose a one-stop, citizen-centric Internet portal as the entry point, to provide access to our government services to the public. Tennessee contracts with financial services vendors and a portal vendor, to provide online e-Government financial transaction services over the Internet.

Principles

- A secure environment for conducting business via web applications and Internet services shall be made available. The same shall be made available for state employees to conduct business with state employees or select business partners.
- The Web Architecture shall provide the infrastructure for web development.
- Solutions for supporting web activity shall use industry-proven technologies.
- The Tennessee Internet portal shall be designed based on customer's needs.

Policies

- The Governor's Web Publishing Policy is presented at <http://www.state.tn.us/guidelines/GWPP.html>.
- The State's Web Guidelines are presented at <http://www.state.tn.us/guidelines/>.
- The State's Portal Policy is presented at <http://www.state.tn.us/guidelines/tf.html - portalpolicies>.
- The State's Financial Transactions guidelines are presented at <http://www.state.tn.us/guidelines/tf.html>.
- The State's Internet Acceptable Use policy is presented at <http://www.state.tn.us/finance/oir/policy/aup/int-aup.htm>.

Industry Standards

The World Wide Web Consortium (W3C) develops interoperable technologies (specifications, guidelines, software, and tools) to lead the Web to its full potential as a forum for information, commerce, communication, and collective understanding.

Sub-Categories

Web Access

This category encompasses the products that give access to the Web.

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Product Categories

- Web Browser
- Web Server

Application Server

An application server deals with a suite of software that forms the middle layer in a 3-tier, Web-based network. Its purpose is to provide a link between browser-based clients and back-end database or legacy applications.

Product Categories

- Application Server

Web Application Development

This category encompasses the products (hardware and software) that support web application development.

Product Categories

- Web Application Development Tools
- Web Graphical User Interface Development Tools

Web Publishing

This category deals with static web content pages, typically written in HTML, that are delivered using Internet technology and require no runtime packages other than web server software.

Product Categories

- Web Publishing

STATE OF TENNESSEE STANDARD PRODUCTS LIST

Architecture Sub-Category	Product Category	Emerging	Current	Twilight	Obsolete	Product	OS/390	Solaris	Netware	Windows	Desktop
Application Architecture											
Application Development (non-web)	Languages		X			COBOL for Z/OS and OS/390	X				
			X			Visual Studio.NET				X	X
			X			Visual Basic					X
			X			Access					X
				X		FoxPro					X
				X		PowerBuilder					X
					X	Dbase					X
				X		ADF	X				
	Tools & Utilities			X		TELON	X				
				X		Cool:Gen	X				
						Oracle Developer Suite					
			X			Forms Developer		X		X	X
			X			Designer		X		X	X
			X			Reports Developer		X		X	X
			X			Discoverer		X		X	X
						Graphical User Interface					
			X			Jacada		X		X	X
						Postal Verification Certification					
			X			Finalist	X				
			X			Finalist (Cross Check)		X		X	
						Batch Reporting Language					
			X			Easytrieve Plus	X				
			X			SAS	X				X
Application Server	Application Server		X			Oracle 9i Application Server		X			X
Application Change Management	Application Change Management	X				Oracle Software Configuration Management		X		X	X
			X			Librarian Change Control Facility	X				
			X			PVCS Suite		X	X	X	X
			X			Visual SourceSafe				X	X
Output Management	Output Management		X			Microfiche	X				
			X			View Direct (formerly InfoPac)	X				
			X			Advanced Function Printing	X				
			X			Monarch					X
			X			Document Direct for the Internet †				X	
Application Integration	Process Management	X				Oracle Interconnect		X		X	X
		X				Oracle Workflow		X		X	X

† Web-based product

★ Web-enabled-product

**State of Tennessee
Standard Products List**

Architecture Sub-Category	Product Category	Emerging	Current	Twilight	Obsolete	Product	OS/390	Solaris	Netware	Windows	Desktop
Collaboration Architecture											
Imaging	Imaging		X			FileNET Panagon Image Services		X		X	
			X			FileNET Panagon Content Services		X		X	
	Automated Data Capture		X			CARDIFF TELEform Information Capture			X	X	X
			X			FileNET Panagon Capture Pro		X		X	
			X			FileNET Panagon Capture Desktop		X		X	X
Document Management	Document Management										
Workflow	Workflow		X			eProcess Services		X		X	
Directory Services	Directory Services		X			NDS Directory			X		
		X				Active Directory				X	
		X				Oracle Internet Directory		X		X	
			X			Business Layers eProvision				X	
Electronic Mail	Email Gateway		X			Consilient					
	Electronic Mail		X			GroupWise Server 5.5.5.4 ★			X		
			X			GroupWise Client 5.5.5.4 ★					X
		X				GroupWise Server 6 ★			X		
		X				GroupWise Client 6.5.1 ★					X
Collaboration Tools	Desktop Publishing		X			PageMaker					X
	Office Automation		X			Microsoft Office 2000					X
			X			Microsoft Office XP					X
	Spreadsheet		X			Excel					X
			X			Lotus 1-2-3					X
	Word Processing		X			Word					X
			X			WordPerfect					X
	List Management Software		X			LISTSERV				X	
	Project Management		X			State of TN IT Methodology	X	X	X	X	X
			X			Microsoft Project				X	X
			X			Project Workbench			X	X	X
Mobil Devices	Wireless Handheld		X			RIM BlackBerry					
	PDA			X		Pocket PC 2002					

**State of Tennessee
Standard Products List**

Architecture Sub-Category	Product Category	Emerging	Current	Twilight	Obsolete	Product	OS/390	Solaris	Netware	Windows	Desktop
Collaboration Architecture											
			X			Windows Mobile 2003 for Pocket PC					

† Web-based product

★ Web-enabled-product

**State of Tennessee
Standard Products List**

Architecture Sub-Category	Product Category	Emerging	Current	Twilight	Obsolete	Product	OS/390	Solaris	Netware	Windows	Desktop
Data Architecture											
Data Storage	Database Management System		X			DB2 for OS/390	X				
			X			Oracle		X	X	X	X
			X			MS SQL/Server				X	
			X			IMS DB for OS/390	X				
				X		Informix		X			
				X		FoxPro					X
			X			Access					X
	Database Change Management		X			RC/Migrator (DB2)	X				
			X			RC/Update (DB2)	X				
			X			DSIMS (IMS)	X				
		X				Oracle Software Configuration Management		X		X	X
	Database Monitoring		X			The Monitor for DB2	X				
			X			Database Analyzer (DB2)	X				
			X			Savant (for Oracle)					X
			X			TMON/IMS	X				
	Database Design		X			AllFusion Modeling Suite					X
			X			Data Architect					X
			X			Warehouse Architect					X
		X				Oracle Designer					X
Data Maintenance	Data Availability		X			Various DB utilities					
	Data Movement		X			RC/Migrator (DB2)	X				
			X			RC/Update (DB2)	X				
			X			Move for DB2	X				
			X			XCOM	X				X
			X			FTP	X	X		X	X
			X			Connect: Direct	X				X
			X			IMS CDC	X				
			X			MVS/Expedite	X				
	Data Quality										
Data Access	Query / Reporting		X			BI/Query					X
			X			QMF	X				
			X			RC/Update	X				
				X		SQR		X			

**State of Tennessee
Standard Products List**

Architecture Sub-Category	Product Category	Emerging	Current	Twilight	Obsolete	Product	OS/390	Solaris	Netware	Windows	Desktop
Data Architecture											
			X			Easytrieve Plus	X				
			X			Monarch					X
					X	Culprit	X				
			X			SAS	X				X
			X			Crystal Reports					X
			X			Crystal Enterprise Server				X	
			X			Oracle Reports					X
			X			Oracle Discoverer					X
			X			Fileaid/IMS	X				
			X			Datavantage	X				
	Data Analysis	X				Oracle Discoverer					X
						MicroStrategy ★					
			X			Intelligence Server				X	
			X			Web Server				X	
			X			Narrowcast Server				X	
			X			Desktop					X
	Data Applications	X				Oracle Software Configuration Management		X		X	X
			X			ArcInfo		X		X	X
			X			ArcView		X		X	X
	Database Middleware				X	Star/SQL				X	X
			X			DB2 Connect				X	X
			X			EDA/SQL	X				X
	Data Security		X			RC/Secure (DB2)	X				

† Web-based product

★ Web-enabled-product

**State of Tennessee
Standard Products List**

Architecture Sub-Category	Product Category	Emerging	Current	Twilight	Obsolete	Product	OS/390	Solaris	Netware	Windows	Desktop
Information Architecture											
Data Warehousing	Data Analysis	X				Oracle Discoverer					X
						MicroStrategy ★					
			X			Intelligence Server				X	
			X			Web Server				X	
			X			Narrowcast Server				X	
			X			Desktop					X
	Database Management System		X			DB2 For OS/390	X				
			X			Oracle		X	X	X	X
	Repository	X				Oracle Software Configuration Management		X		X	X
	Extract, Transform, and Load	X				Oracle Warehouse Builder		X			X
Geographic Information Systems (GIS)	Desktop Client		X			ArcInfo				X	X
			X			ArcView					X
	Data Server		X			ArcIMS		X		X	
	PDA Client	X				ArcPad					

† Web-based product

★ Web-enabled-product

**State of Tennessee
Standard Products List**

Architecture Sub-Category	Product Category	Emerging	Current	Twilight	Obsolete	Product	OS/390	Solaris	Netware	Windows	Desktop
Network Architecture											
WAN	Router		X			Cisco					
	Carrier/ Circuit		X			DS1					
			X			DS3, OC3					
			X			ISDN					
				X		SMDS/CDS					
		X				Frame Relay					
		X				ATM					
		X				DSL					
		Network Protocols		X			TCP/IP				
			X			IPX					
			X			OSPF					
			X			PPP					
	Network Monitoring/ Management		X			Cisco Works 2000		X			
			X			Remedy		X			
			X			MRTG		X			
			X			SNIPS		X			
			X			NAT					
			X			DHCP		X			
			X			DDNS		X			
LAN	Hubs / Switches		X			Nortel					
	Adapters		X			Ethernet					
				X		Token Ring					
	Network Protocols		X			TCP/IP					
	Monitoring		X			Network Associates Sniffer Suite					
	File Access and Transfer Service		X			FTP	X	X		X	X
		X			XCOM	X				X	
		X			Attachmate Extra Enterprise 2000					X	
Voice	Commercial C/O Service		X			Centrex					
	Business Lines		X			1FB					
	PBX Trunks		X			ISDN/PRI					
	Backbone Transport			X		Electronic Tandem Network (ETN)					

**State of Tennessee
Standard Products List**

Architecture Sub-Category	Product Category	Emerging	Current	Twilight	Obsolete	Product	OS/390	Solaris	Netware	Windows	Desktop
Network Architecture											
	Premise Based System		X			Comdial Walker Omega NEC 2400 Tadiran					
	VMS – Voice Messaging System		X			Memory Call					
	Call Center Management		X			Call Management System					
SNA	Backbone Transport		X			T1 T3 Channels DACS Switches					
	Network Management			X		Paradyne 6800 Network Management System					
	Network Protocol		X			SNA-SDLC DLSw					
Point-to-Point Wireless	Wireless Protocol	X X X X				802.11A 802.11G 802.11H 802.1X 802.11B					
	Wireless Transport	X				5.8 GHz 2.4 GHz					
Video	Circuit/Carrier		X X X			T-1 ISDN/PRI ISDN/BRI					
	Video CODEC		X			Polycom					
	Video Protocol		X X			H.320 H.323					
	Document Camera		X			Elmo					
			X			Cannon					
	Telemedicine Peripherals		X			AMD					
	Video Switches		X			Initia					
	CSU/DSU		X			Paradyne					
			X			Adtran					
	Video Bridge		X			Vtel					
			X			Video Accord					

**State of Tennessee
Standard Products List**

Architecture Sub-Category	Product Category	Emerging	Current	Twilight	Obsolete	Product	OS/390	Solaris	Netware	Windows	Desktop
Network Architecture											
	Modems		X			MultiTech					
Cabling	WAN		X			Fiber Optic 62.5/125 Multimode					
		X				Fiber Optic Single Mode					
				X		Cat 5					
	LAN		X			Cat 6, Fiber Optic 62.5/125 Multimode					
		X				Cat 6e, Fiber Optic 50/125 Multimode					
					X	Cat 3					
	Voice			X		Cat 5					
			X			Cat 6					
		X				Cat 6e					
					X	RG-62, Coaxial Cable					
	SNA		X			Cat 6, 25-pin EIA					
		X				Cat 6e					
			X			RG-6 Coax, RG-11 Coax					
	Video		X			Cat 6					
		X				Cat 6e					

**State of Tennessee
Standard Products List**

Architecture Sub-Category	Product Category	Emerging	Current	Twilight	Obsolete	Product	OS/390	Solaris	Netware	Windows	Desktop
Platform Architecture											
Operating Systems	Application/ Database Server Operating System		X			OS/390	X				
		X				z/OS	X				
			X			Solaris		X			
			X			Netware 6			X		
			X			Netware Client 4.83.3.2					X
				X		Windows NT Server				X	
			X			Windows 2000 Server				X	
		X				Windows 2003 Server				X	
					X	Windows 95					X
				X		Windows NT Workstation					X
				X		Windows 2000 Workstation					X
			X			Windows XP Professional					X
Operating Systems (Cont.)	File and Print Services		X			Netware			X		
Hardware	Hardware		X			IBM (OS/390) compatible	X				
			X			Solaris Compatible		X			
			X			Intel			X	X	X
Host Communications	Host Communications		X			ACF/VTAM (telecommunications access)	X				
			X			ACF/NCP (Network Control Pgm)	X				
			X			3270	X				X
			X			RJE	X	X			X
			X			Host on Demand (HOD) †	X			X	X
			X			Personal Communications					X
			X			XCOM					X
			X			Attachmate Extra Enterprise 2000					X
			X			TCP/IP	X	X	X	X	X
					X	NSA (RJE)					X

† Web-based product

★ Web-enabled-product

**State of Tennessee
Standard Products List**

Architecture Sub-Category	Product Category	Emerging	Current	Twilight	Obsolete	Product	OS/390	Solaris	Netware	Windows	Desktop
Security Architecture											
Encryption Standards	Symmetric Key Encryption		X			AES	X	X	X	X	X
			X			Triple DES (3DES)	X	X	X	X	X
	Public Key Encryption		X			RSA		X		X	X
			X			DSA		X		X	
	Hash Functions		X			SHA-1		X		X	X
			X			SHA-256		X		X	X
			X			SHA-384		X		X	X
			X			SHA-512		X		X	X
Security Services	Virus Protection		X			Norton Antivirus			X	X	X
	Firewall		X			Checkpoint Firewall-1		X			
			X			Cisco PIX					
	Intrusion Detection		X			RealSecure				X	
	Certificates		X			Microsoft Certificate Server				X	
	Authentication Protocol		X			Kerberos					
	System/Data Security		X			RACF Security	X				
			X			UNIX Operating System Security		X			
			X			Netware Directory Services			X		X
		X				Active Directory				X	X
		X				Oracle Internet Directory		X		X	
			X			Screen Saver with password			X	X	X
			X			Power-on Passwords					X
			X			Windows Logon				X	X
Data Transmission Encryption Methods	Certificate Authority/ Public Key Infrastructure		X			Entrust		X		X	X
	Encrypted Transport Protocols	X				TLS		X		X	X
			X			SSL-128		X		X	X
			X			SSH2		X		X	
	VPN		X			Microsoft PPTP				X	X
			X			Checkpoint VPN-1		X		X	
			X			Cisco PIX				X	
Data Storage Encryption Methods	Encryption Tools		X			Microsoft EFS				X	X

† Web-based product

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**State of Tennessee
Standard Products List**

Architecture Sub-Category	Product Category	Emerging	Current	Twilight	Obsolete	Product	OS/390	Solaris	Netware	Windows	Desktop
Systems Management Architecture											
Storage	Storage Management		X			SAMS/Allocate	X				
			X			SAMS/Vantage	X				
			X			SMS	X				
			X			CA1	X				
			X			Veritas Net Backup		X			
Backup/Retrieval	Backup/Retrieval		X			FDR	X				
			X			HSM	X				
			X			ArcServe			X	X	
			X			Veritas Net Backup		X			
Software Management	Software Distribution		X			ZEN Works			X		X
Monitoring	Performance Tuning		X			Netview	X				
			X			OpenView	X				
			X			Optivity		X			
			X			Insite Manager			X	X	
			X			TMON/IMS	X				
			X			TMON/MVS	X				
			X			TMON/CICS	X				
			X			TMON/DB2	X				
Help Desk	Problem Control Management		X			Remedy Action Request System		X			
Online Access	TP Monitors		X			Roscoe	X				
			X			CICS	X				
			X			IMS/DC	X				
			X			TSO	X				
	Internet Access		X			Host On Demand †	X			X	X
Training	Computer Based Training			X		Phoenix	X				

† Web-based product

★ Web-enabled-product

**State of Tennessee
Standard Products List**

Architecture Sub-Category	Product Category	Emerging	Current	Twilight	Obsolete	Product	OS/390	Solaris	Netware	Windows	Desktop
Web Architecture											
Web Access	Web Browser		X			Netscape					X
			X			Internet Explorer					X
	Web Server		X			Oracle Apache		X			
				X		Netscape (Solaris for production and Desktop for development)		X			X
			X			Microsoft Internet Information Server				X	
Application Server	Application Server				X	NetDynamics (Solaris for production and Desktop for development)		X			X
			X			Microsoft .NET/Com+				X	
			X			Oracle 9i Application Server (Solaris for production and Desktop for development)		X			X
Web Application Development	Web Application Development Tools				X	NetDynamics (Solaris for production and Desktop for development)		X			X
			X			Visual Studio.NET				X	X
			X			Oracle Internet Developer Suite		X		X	X
	Web Graphical User Interface Development Tools		X			Jacada		X		X	X
			X			Oracle Internet Developer Suite		X		X	X
Web Publishing	Web Publishing		X			Front Page					X
			X			Adobe Acrobat					X
			X			Dreamweaver					X
			X			Flash					X
			X			Fireworks					X

† Web-based product

★ Web-enabled-product

ACRONYMS

ACF/NCP	Advanced Communication Function/Network Control Program
ACF/VTAM	Advanced Communication Function/Virtual Telecommunication Access Method
ATM	Asynchronous Transfer Mode
CICS	Customer Information Control System
DDNS	Dynamic Domain Name Service
DHCP	Dynamic Host Control Protocol
DLSw	Data-Link Switching
DSL	Digital Subscriber Lines
FDR	Failures-Divergence Refinement
FTP	File Transfer Protocol
HSM	Hierarchical Storage Management
IPX	Internetwork Packet Exchange
ISDN	Integrated Services Digital Network
ISDN/BRI	Basic Rate Interface
ISDN/PRI	Primary Rate Interface
MRTG	Multi-Router Traffic Grapher
MS	Microsoft
NAT	Network Address Translation
NDS	Novell Directory Services
PDA	Personal Digital Assistant
PPP	Point-to-Point Protocol
PPTP	Point-to-Point Tunneling Protocol
OSPF	Open Shortest Path First
QMF	Query Management Facility
RACF	Resource Access Control Facility
RJE	Remote Job Entry
SCM	Software Configuration Management or Software Configuration Manager
SMS	Systems Management Server
SMDS	Switched Multimegabit Data Service
SNA/SDLC	Systems Network Architecture/Synchronous Data Link Control
SNIPS	System & Network Integrated Polling Software
SQR	Structured Query Report Writer
SQL	Structured Query Language
TCP	Transmission Control Protocol
TSO	Time Sharing Option

APPENDIX A

ARCHITECTURE OUTLINE

Architecture Outline (for each of the nine categories) is defined as follows:

Vision

A brief statement related to the Architecture perspective and need.

Definition

A statement that describes what the Architecture consists of.

Principles

A basic generalization that is accepted as true and that can be used as a basis for reasoning.

Generally, the rule of thumb would be one principle per sub-category. In some instances, there may be more than one principle per sub-category.

Policies

A plan or course of action intended to influence and determine decisions, actions, and other matters. Acceptable Use Policies can be referenced within this section.

Legislation

Laws that have been enacted specifically related to the Architecture and Mandates and Executive Orders.

Industry Standards

A definition or format that has been approved by a recognized standards organization or is accepted as a de facto standard by the industry. This would only include industry standards that have been accepted by the State of Tennessee.

For each of the Sub-Categories:

Description

A statement that describes what the Architecture Sub-Category consists of.

Product Categories

The type of product(s) defined under each of the architecture sub-categories.

Products List

Consists of the State standard products within the Architecture, as well as, products that are currently being planned for implementation by the State. Each product is categorized as Emerging, Current, Twilight or Obsolete.

- **Emerging** – These products are being evaluated, tested or they are involved in proof of concept or pilot testing. Products listed in this category usually identify future candidates for standard acceptance.
- **Current** – These are products designated for development or acquisition, and for replacement of obsolete or twilight products.
- **Twilight** – These are products in which the State has an investment in or has used for deployment. These products are currently supported. However, new development should use current products rather than these product(s). Plans should be developed to move from twilight to current products.
- **Obsolete** – It is highly likely that these products are not supported by the vendor, but could still be in use within the State. Plans should be developed to rapidly phase out and replace them with current products. No development should be undertaken using these products.

Product List Legend Definitions

- † Web-based – Executes on the Web; can only be accessed through the Web.
- ★ Web-enabled – Has the ability to run on the Web and other platforms.

APPENDIX B

ARCHITECTURE OWNERSHIP AND REVIEW PROCESS

Architecture Ownership:

Emerging Technologies, Projects, and Applications:

- Application
- Collaboration
- Data
- Information
- Web

Operations and Infrastructure Support

- Network
- Platform
- Security
- Systems Management

Architecture Annual Assessment Review Process:

1. **Quality Assurance (QA) Responsibility - The Quality Assurance Group is responsible for conducting the Architecture Annual Assessment Review Process.**
2. OLT Responsibility – The Office for Information Resources (OIR) Leadership Team (OLT) is responsible for determining the acceptability of the Information Resources Architecture. Reviews should focus on factors such as:
 - Conformance with and support for Information Systems Council and OIR policies.
 - Support for State of Tennessee standards.
 - Ability to be implemented and complied with.
 - Supportive of the Information Resources Architecture.
3. The Architecture should be reviewed and updated for, but not limited to, the following reasons:
 - Standards have changed.
 - New technologies have been evaluated.
 - A product becomes obsolete.
 - Policy changes.
 - Strategic direction changes.
4. Internal reviews/assessments should occur for each of the architecture categories. Each architecture category should be reviewed by the appropriate owner(s). If there are overlapping groups of responsibility for an architecture, this should be coordinated between the organizational sections.
5. Once approval is obtained, the Architecture would be republished.